

Commitment to Diversity

Millikin University is committed to creating a campus culture that respects and values diversity. At Millikin, diversity is seen in broad terms, including race, ethnicity, socio-economic status, gender, disability, national origin, religion, sexual orientation, and age.

Through the recruitment of diverse students, staff, faculty, and administrators and by creating an environment that values diversity, Millikin seeks to provide an engaged learning community in which diversity enhances the total educational experience. Millikin University is committed to:

- Creating a diverse campus population,
- Fostering a campus atmosphere where diversity is valued, and
- Generating a campus learning community that embraces diversity.

Millikin continually develops policies and procedures and allocates resources in ways consistent with these commitments. It is the policy of Millikin University to afford equal opportunity for all persons without distinction or discrimination based on race, ethnicity, socio-economic status, gender, disability, national origin, religion, sexual orientation, or age.

Any person having inquiries concerning Millikin University's compliance with the regulations implementing Title VI or section 504, may contact the Vice President for Business and Finance at Millikin University. Inquires concerning Title IX may be directed to the NCAA Compliance Officer & Senior Women's Administrator. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education regarding the institution's compliance with regulations implementing Title VI, Title IX or section 504.

Contact Information

Prospective students may write or call for information about admission procedures, financial aid, housing and/or other opportunities to one of the offices of the University listed below. The address is Millikin University, 1184 West Main Street, Decatur, IL 62522.

Telephone: 217-424-6211. Millikin's toll-free number is 1-800-373-7733.

Internet address: <http://www.millikin.edu>

Disclaimer

Programs, policies, costs and procedures outlined in this catalog are subject to change without notice. If you are a person with a disability and require any auxiliary aids, services or accommodations, please contact the University so that we may discuss your accommodation needs. The Office of Admission's TDD (telephone device for the deaf) phone number is 217-420-6647.

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University Calendar for Traditional Undergraduate Program

Fall Semester 2008

First Week	August 20-25
Registration/Validation	August 11-26
Registration New Students.....	August 25
Last Day to withdraw Registration and Not be Charged.....	August 25
Classes Begin	August 26
Last Day to Register.....	September 2
Last Day to Add a Class.....	September 4
Labor Day Holiday.....	September 1
Fall Family Weekend.....	September 19-21
Last Day to Exercise P-D-F Option.....	October 6
Homecoming	October 11
Fall Break	October 16-19
Classes Resume.....	October 20
Last Day to Drop a Class and Receive W.....	November 4
Scheduling Day.....	November 4
Early Registration for Spring Semester and January Term.....	November 5-December 10
Thanksgiving Recess.....	November 26-30
Classes Resume.....	December 1
Last Day of Classes.....	December 9
Study Day.....	December 10
Final Examinations.....	December 11, 12, 13, 15, 16
December Graduation.....	December 14

January 2009 Immersion January 2-11

Spring Semester 2009

Registration/Validation	January 5-13
Martin Luther King Jr. Holiday	January 19
Last Day to withdraw Registration and Not be Charged.....	January 12
New Student Registration	January 12
Classes Begin	January 13
Last Day to Register.....	January 20
Last Day to Add a Class.....	January 22
Last Day to Exercise P-D-F Option.....	February 25
Spring Break.....	March 14-22
Last Day to Drop a Class and Receive W.....	March 30
Scheduling Day.....	March 30
Good Friday and Easter Recess	April 10-13
Classes Resume.....	April 14
Early Registration for Fall Semester and Summer Term.....	April 1-May 6
Last Day of Classes.....	May 5
Study Day.....	May 6
Final Examinations.....	May 7, 8, 9, 11, 12
Commencement for PACE and MBA graduates.....	May 16
Traditional Undergraduate Baccalaureate and Commencement.....	May 17

Summer Term 2009 (See separate catalog for course offerings)

Summer Immersion Starts.....	May 13
First Summer Term	June 9-30
Second Summer Term.....	July 1-July 24
Full Summer Term	June 9-July 24
Independence Day Holiday (closed).....	July 4
Last Day for Classes and Examinations	July 24

College of Arts and Sciences

Humanities

English Education, B.A.
English - Literature, B.A.
English - Writing, B.A.
History, B.A.
Philosophy, B.A.
Spanish, B.A.

Natural Sciences

Applied Mathematics, B.A., B.S.
Mathematics Tracks:
Applied Mathematics
Math with Secondary Education
Actuarial Science
Computer Science
Biology, B.A., B.S.
Biology Tracks:
Allied Health
Traditional
Molecular/Cell Biology
Biology Education, B.A., B.S.
Chemistry, B.A., B.S.
Chemistry Emphases:
ACS Certified Degree
Biochemistry Emphasis
Business Emphasis
Research Emphasis
Chemistry Education, B.A., B.S.
Mathematics Education, B.A., B.S.
Physics, B.A., B.S.

Social Sciences

Communication, B.A.
Communication Tracks:
Public Relations
Mass Media Concentration
Organizational Communication
Human Services, B.A.
Political Science, B.A.
Psychology, B.S.
Social Sciences Education, B.A.
Sociology, B.A., B.S.

College of Fine Arts

Art

Art Education, K-12, B.F.A.
Art: Studio, B.A., B.F.A.
Art Therapy, B.F.A.**
Commercial Art/Computer Design, B.F.A.

**Interdisciplinary major with degree conferred by College of Fine Arts.

Music

Commercial Music, B.M.
Music, B.A.
Music Business, B.M.
Music Education, B.M., Instrumental Emphasis
Music Education, B.M., Vocal Emphasis

Music

Music Performance, B.M.,
Instrumental Emphasis
Music Performance, B.M., Piano Emphasis
Music Performance, B.M., Vocal Emphasis

Theatre

Musical Theatre, B.F.A.
Theatre, B.A.
Theatre, B.F.A., Acting Emphasis
Theatre, B.F.A., Technical/Design Emphasis
Theatre, B.F.A., Stage Management Emphasis
Theatre, B.F.A., Theatre Administration Emphasis

College of Professional Studies

Exercise Science and Sport

Athletic Training, B.A., B.S.
Fitness and Sport, B.A., B.S.
Sports Management Emphasis
Physical Education, B.A., B.S.

School of Education

Elementary Education, B.A., B.S.
Early Childhood Education, B.A., B.S.

School of Nursing

Nursing, B.S.N.

Professional Adult Comprehensive Education Program (PACE)

Accounting, B.S.
Criminal Justice, B.S.
Early Childhood Education, B.S.
Elementary Education, B.S.
Nursing Completion Program, R.N. to B.S.N.
Organizational Leadership, B.S.

Tabor School of Business

Accounting, B.S.
Entrepreneurship, B.S.
Finance, B.S.
Information Technology, B.S.
International Business, B.S.
Management, B.S.
Marketing, B.S.

Interdisciplinary

Interdisciplinary, B.A., B.S.
International and Global Studies, B.A.

Academic Minors

Biology
Chemistry
Communication
Computer Science
Dance
Economics
English
Finance
French
Gender Studies
History
Information Technology
International and Global Studies
Management
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish
Theatre
Writing

Special Programs

Pre-Chiropractic
Pre-Dentistry
Pre-Engineering
Pre-Law
Pre-Medicine
Pre-Medical Technology
Pre-Occupational Therapy
Pre-Optometry
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physicians Assistant
Pre-Veterinary Science
School Nurse Certification

Honors Programs

Honors Scholars
James Millikin Scholars
Long-Vanderburg Scholars
Presidential Scholars

Graduate Programs

Master of Business Administration, M.B.A.
Master of Science in Nursing, M.S.N.

The Millikin Education

Our Foundation

What James Millikin envisioned when he founded the University in 1901 was unique: the University would embrace the “practical” side of learning along with the “literary and classical.” In addition, while affiliated with the Presbyterian Church, it would not be narrowly “sectarian” and would remain open to all. The result is one of the nation’s first small, comprehensive universities that, nearly a century later, has four colleges and schools: the College of Arts and Sciences, the College of Fine Arts, the College of Professional Studies, and the Tabor School of Business.

Accreditation

Millikin University is accredited since 1914 by what is now the Higher Learning Commission of the North Central Association of Colleges and Schools. The most recent re-affirmation of that accreditation was in 2007. For further information regarding this accreditation, contact North Central Association of Colleges and Schools at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, phone (312) 263-0456.

Specialized Accreditation: In addition to being accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, various programs hold discipline-specific accreditation.

The business programs in **The Tabor School of Business** are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The School of Nursing, in the College of Professional Studies, is accredited by the Commission on Collegiate Nursing Education

The School of Education, in the College of Professional Studies, is accredited by the Illinois State Board of Education

The School of Music, in the College of Fine Arts, is accredited by the National Association of Schools of Music

The Chemistry program, in the College of Arts and Sciences, Department of Chemistry are accredited by the American Chemistry Society

The Athletic Training major, in the College of Professional Studies, Department of Exercise Science is accredited by the Commission on Accreditations of Athletic Training Education.

Our Vision

To Be Recognized as a Distinctive Midwestern University, delivering professional preparation grounded in and inspired by the liberal arts.

- where theory, practice, and reflection guide our curriculum;
- where integrated learning, collaborative learning, and engaged learning dominate our culture;
- where students, faculty, staff, and administrators are engaged and stimulated.

Our Mission

To Deliver on the Promise of Education At Millikin, we prepare students for

- professional success,
- democratic citizenship in a global environment, and
- a personal life of meaning and value.

Millikin University Student Learning Goals

All university-wide learning goals directly support the Millikin University Mission, commonly referred to as “the three prepares”:

(1) Millikin students will prepare for professional success; (2) Millikin students will prepare for democratic citizenship in a global environment; and (3) Millikin students will prepare to discover and develop a personal life of meaning and value.

Prepare One: Millikin students will prepare for professional success.

1. Students will learn to access, read deliberately, critically evaluate, reflect on, integrate, and use appropriate resources for research and practical application.
2. Students will utilize qualitative and quantitative reasoning and the scientific method as tools in decision making and creative problem solving.
3. Students will develop effective and appropriate oral communication skills for diverse public contexts.
4. Students will write effectively for a variety of audiences, particularly in order to contribute to existing and emerging knowledge within a professional community.
5. Students will develop comprehensive understanding of essential knowledge, principles, methods, and professional expectations in their chosen major in order to connect theory and practice within a professional environment.

Prepare Two: Millikin students will prepare for democratic citizenship in a global environment.

1. Students will develop an understanding of the interrelatedness of cultures and structures in the United States and the democratic processes that enable and encourage active citizenship in communities.
2. Students will develop an understanding of societies beyond the United States.
3. Students will develop an understanding of an issue of global importance and its associated ethical and social justice issues, and reflect on responsibilities of citizenship in a global community.
4. Students will demonstrate an understanding of diversity and the value of utilizing different perspectives when addressing organizational and societal issues and problems.
5. Students will reflect on how their own individual contributions as citizens help shape and change communities.

Prepare Three: Millikin students will prepare for a personal life of meaning and value.

1. Students will develop an understanding of themselves and the ability to reflect on and express their thoughts and feelings responsibly.
 2. Students will develop skills to build satisfying relationships, and to work collaboratively and creatively with diverse others to manage personal, community, and professional problems.
 3. Students will use ethical reasoning to analyze issues that impact their personal lives as well as their local, national, and global
-

- communities.
4. Students will appreciate the intellectual and aesthetic contributions that the visual, dramatic, and/or performing arts make to their ability to understand themselves and others and to their capacity to enjoy their own and others' creative processes and products.
 5. Students will use reflection to engage and examine issues that impact their personal lives as well as their local, national, and global communities in order to actively demonstrate their learning.

Our Educational Distinctive: The Millikin Program of Student Learning

Dr. Randy Brooks, Dean of Teaching and Learning

Expect to be challenged. Expect to be changed. At Millikin we challenge students to exceed their expectations and meet ours. We challenge students to be changed in order to meet the demands of the world with knowledge, skills, and values acquired through Millikin's Program of Student Learning.

The distinctive Millikin Program of Student Learning (MPSL) is designed to challenge minds from the student's very first week on campus and to transform lives throughout the education experience as students gain knowledge and expertise culminating in capstone courses in the majors that emphasize practical near-professional performances in of their areas of expertise. The MPSL celebrates the potential of every student who comes to be challenged and transformed.

The strategy of the Millikin Program of Student Learning is to provide each student with appropriate challenges and necessary support in essential transitions for academic success their first year, continued development in advanced studies for breadth of knowledge and skills both within and beyond the major for several years, concluding with empowering academic mentoring into productive professional life as students prepare for the transition following their undergraduate studies.

The four components of the Millikin Program of Student Learning (MPSL) include: (1) the first year experience, (2) the sequential university studies requirements, (3) the non-sequential university studies requirements, and (4) an intensive major area of study in pursuit of student growth and professional success. All students are required to complete a minimum of 124 credits to graduate, including at least 39 credits at the 300 level or above.

The Millikin University First Year Experience

Millikin University begins delivering on the promise of education from the moment that first-year students arrive on campus. Beginning with summer Orientation & Registration, first-year students start the transition to collegiate life through advising with faculty and through conversations with peer leaders relating to academic and social adjustment. At the beginning of the fall semester, students are placed in first-year learning communities consisting of 20 students. These learning communities help first-year students create connections to each other and to the Millikin community while providing structures for social and academic support. In addition to being mentored by an upper-class peer leader, each learning community completes two courses as a group during the fall semester (University Seminar and Critical Writing, Reading & Research I). Each learning community starts the fall semester by participating in "First Week," an extended welcome period in which students complete orientation activities and connect with faculty and staff before the upper-classmen arrive.

Millikin prepares first-year students for professional success, democratic citizenship in the global environment, and a personal life of meaning and value through challenging yet supportive curricular and co-curricular offerings. In the area of *professional success*, first-year students learn how to be critical thinkers and how to collect, evaluate and synthesize knowledge in courses like University Seminar and Critical Writing, Reading & Research. Outside the classroom, first-year students apply critical thinking skills and develop leadership abilities through student-run organizations, through interaction and participation in residential life, and through intercollegiate athletics. In the area of *democratic citizenship in the global environment*, first-year students complete a service learning project in University Seminar while learning to embrace diversity in the community through residential living and through intentional student development programming. Inside the classroom, first-year students prepare for a *personal life of meaning and value*, by engaging faculty in discussion relating to ethics and integrity and by learning to become reflective thinkers in University Seminar and Critical Writing, Reading, and Research. Outside the classroom, first-year students learn interpersonal skills and personal responsibility in the residence hall, through intercollegiate athletics, in student-run organizations, and through campus support services.

In addition to ensuring the quality of curricular and co-curricular experiences within the general education, each academic major has deliberately created a course that introduces students to the major, engaging them within their chosen discipline during the first college year. Millikin is committed to providing a challenging yet supportive experience for new students, intentionally ensuring that full-time faculty are teaching and advising students during their first college year.

Sequential University Studies

All Millikin students take a sequence of university studies courses designed to provide a challenging development through the first three years of study at Millikin. Three learning threads are introduced and developed through the sequential requirements: (1) ethical reasoning, (2) reflection, and (3) intensive writing. The sequential courses—IN140, IN150, IN151, IN250, IN251 and IN350—form a common learning experience of all undergraduate students at Millikin. The first year courses emphasize ethical reasoning and academic inquiry along with related skills necessary for academic success including critical writing, reading, research and communication. In the second year all Millikin students take IN250 United States Cultural Studies and IN251 United States Structural Studies. Taught by faculty from across the disciplines, all students engage in ethical reasoning related to the study of the diversity of cultures, institutions, and social structures in the United States. In the third year, we challenge all Millikin students to examine global issues through IN350, which is taught by faculty from across the disciplines. The sequential university studies requirements deliberately challenge students to prepare for academic success, to understand our own country's multicultural realities and to make connections to the international global society of the contemporary world.

Non-Sequential University Studies

The non-sequential university studies requirements may be taken by students any time throughout their undergraduate experience at Millikin. These requirements insure a breadth of learning from a variety of academic disciplines and approaches to inquiry including (1) a quantitative reasoning course, (2) a fine arts course, (3) a natural science with a laboratory experience, (4) an oral communication studies course and (5) international cultures and structure studies. Through advising, students can select and shape the direction of these non-sequential university studies requirements to complement and supplement learning opportunities in their majors.

The Major

The Millikin Program of Student Learning has established guidelines for the structure of high quality majors. At Millikin, each major is deliberately designed to offer students an intensive and collaborative learning experience customized to fit their needs in preparation for professional success. Millikin students begin with an introductory course in their major, as early as their first year, in which they learn about the curriculum and opportunities for study in the discipline. In their second year, students enter into a more concentrated inquiry of their major through critical analysis of primary texts and theories of the field. As the major progresses, faculty and students engage in collaborative efforts for academic inquiry and research, applying theory to practice in the field. Each major has developed a Senior Capstone course or experience that features high-quality intellectual inquiry and near-professional performances of the student. To best suit student needs and demands of the major, approaches to implementing the capstone include: apprenticeship learning, portfolios, problem solving, and academic inquiry seminars.

Immersion and Summer School Opportunities

The Millikin Program of Student Learning also provides students with opportunities for alternative approaches to courses and learning. Courses are offered in summer school sessions and as intensive short-term “immersion” studies in January, May and August. These alternative time-structures provide unique opportunities for travel courses, workshops, internships, and special undergraduate research efforts. Recent examples of travel courses include: ecology field studies in Alaska, poetry studies in Chile, business studies in Paris, theatre studies in London, Shakespeare in London, photography in the Southwest, urban studies in Chicago, and teaching experiences in the Dominican Republic as well as in China. Recent on-campus workshops and courses include: web design, digital photography, Midwest literature, business communication, and many more. These immersion and summer school offerings provide special opportunities not available through the regular semester term and help students catch up or get ahead in their studies as needed. A study abroad course may fulfill the general education requirement for an “international cultures & structures” course.

University Studies Requirements

Described in traditional 4-year format; sequence will vary for transfer and PACE-delivered curriculum.

Sequential Requirements (18 credits):	
IN140 University Seminar	3
IN150 Critical Writing, Reading & Research 1	3
IN151 Critical Writing, Reading & Research 2	3
IN250 United States Cultural Studies	3
IN251 United States Structural Studies	3
IN350 Global Issues	3
Non-Sequential Requirements (19-21 credits):	
Fine Arts	3
International Cultures & Structures 1	3-4
International Cultures & Structures 2	3-4
Natural Science with a lab	4
Oral Communication Studies	3
Quantitative Reasoning	3

Sequential Course Requirement Threads

The sequential course requirements provide an interdisciplinary series of connected learning experiences for all Millikin students. Sequential course requirements include IN140, IN150, IN151, IN250, IN251, and IN350. The sequential courses build on the following threads for ongoing student engagement and learning: (1) **Reflection**—all sequential elements engage our students in reflection. (2) **Ethical Reasoning**—all sequential elements except IN150/151 engage our students in ethical reasoning. (3) **Writing Intensive**—all sequential elements in the University Studies program except IN140 are writing intensive.

Reflection. At Millikin, student reflection is one of the distinguishing features of our teaching mission; evidence of effective use of student reflection in teaching is rewarded for those faculty members receiving Teaching Excellence awards. Because student reflection is a Millikin teaching and learning distinctive, it should be one of the main goals that runs vertically through the University Studies program. Reflection is integrated into IN140, through a service learning project. Reflection is one of the four learning goals being delivered and assessed in IN150/IN151. Reflection is one of the goals for IN250, IN251 and IN350.

Ethical Reasoning. All sequential elements except IN150/151 deliberately engage our students in ethical reasoning. Students will use ethical reasoning to analyze issues that impact their personal lives as well as their local, national, and global communities.

8 • University Studies Requirements

Writing Intensive. All sequential elements in the University Studies program except IN140 are writing intensive. Writing intensive courses include elements of instruction such as: (1) Integrated writing and critical thinking activities to promote learning. (2) Instruction and coaching as students write. (3) Guided revision for at least one formal writing assignment. (4) Assessment of the quality of the writing by the characteristics of effective prose, including grammar, organization, and support. (5) Written work which represents a substantial portion of the grade. (6) Referrals to the Writing Center and support for students needing help with grammar and other elements of composition.

Sequential University Studies Course Requirements & Learning Goals

IN140. University Seminar (3) Fall semester freshman year. This course is an introduction to academic inquiry at the college level. Seminar topics vary across sections. Each section engages students in critical and ethical reasoning, includes a service learning component, and addresses specific orientation topics.

The learning outcome goals for students taking IN140 are that students will be able to:

1. use ethical reasoning to analyze and reflect on issues that impact their personal lives as well as their local, national, and/or global communities;
2. reflect on the significance of contributions to community through service learning; and
3. work collaboratively and creatively with diverse others.

IN150. Critical Writing, Reading, and Research I (3) Fall semester freshman year. Course is designed to develop students as critical writers, readers, and researchers. Emphasis is placed on writing and reading as the path to critical thinking. Students are asked to read and critique texts actively, deliberately, and carefully, to write polished, informed essays for personal, public, and/or specialized audiences, and to reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities, and the world. Library research component is introduced and integrated into the course. Section offerings vary in approach.

IN151. Critical Writing, Reading, and Research II (3) Spring semester freshman year. Course is designed to position students as successful writers, readers and researchers as they move into advanced coursework. In addition to continuing to develop reading and writing skills introduced in the first semester course, students will be asked to conduct research to participate in academic inquiry. Each student will write a research paper that demonstrates the ability to incorporate resources and contribute to academic discourses and communities. An extended and intensive library research component is integrated into the course. Section offerings vary in approach. Pre-requisites: Interdisciplinary 150.

The learning outcome goals for students taking CWRR I (IN150) and CWRR II (IN151) are that students will be able to:

1. read and critique texts actively, deliberately and carefully;
2. write polished, informed essays for personal, public and/or specialized audiences;
3. conduct research to participate in academic inquiry; and
4. reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities and the world.

United States Studies Courses (IN250 & IN251) The two-course US Studies requirement, taken during the sophomore year, explores both cultural (IN 250) and social-structural (IN 251) aspects of the United States. Students will develop their understanding of democratic citizenship, with a focus on ethics and justice, as it relates to topics that affect the United States. These courses include a research component, are writing intensive, and require exploration of primary sources (e.g., texts, scores, performances, artifacts, etc.). A democratic society is a collaborative and participatory enterprise in which the legitimacy of public authority rests on the consent of the citizenry. Responsibilities of democratic citizenship include making informed decisions about voting, demonstrating knowledge about public affairs, engaging in civil discourse, understanding and actively participating in democratic political processes, being able to analyze and evaluate news and information, cultivating and effectively advocating opinions on matters of public policy, understanding and evaluating diverse opinions, supporting free speech, being involved in community service that addresses public problems, and recognizing that an individual's actions affect the world, whether for good or for ill.

IN250. United States Cultural Studies (3) Sophomore year. United States Cultural Studies courses explore the diversity of cultures in the United States, including historical perspectives that inform contemporary understandings of diversity issues. "Culture" refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc). Pre-requisites: sophomore standing.

The learning outcome goals for students taking a course that fulfills the United States Cultural Studies requirement are that students will be able to:

1. analyze diverse cultures in the United States through the use of discipline-appropriate sources;
2. reflect on ethical and social justice issues characteristic of a diverse democratic society; and
3. engage in activities essential to responsible democratic citizenship in the United States.

IN251. United States Structural Studies (3) Sophomore year. United States Structural Studies courses explore the diversity of groups and institutions in the United States, including historical perspectives that inform contemporary understandings of diversity issues. "Social structures" refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc). Pre-requisites: sophomore standing.

The learning outcome goals for students taking a course that fulfills the United States Structural Studies requirement are that students will:

1. analyze social structures within the United States through the use of discipline-appropriate sources;
2. reflect on ethical and social justice issues characteristic of a diverse democratic society; and
3. engage in activities essential to responsible democratic citizenship in the United States.

IN350. Global Issues (3) Junior year. Global Issues courses, taken during the junior year, explore a topic of global importance. Students will continue developing their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.). Prerequisites: junior standing.

The learning outcome goals for students taking a course that fulfills the Global Issues requirement are that students will be able to:

1. analyze a topic of global importance and associated ethical and social justice issues through substantive research, including examination of primary sources;
2. reflect on how a topic of global importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally; and
3. engage in activities characteristic of democratic citizenship in a global environment.

Non-sequential University Studies Course Requirements & Learning Goals

Fine Arts (3) In fine arts courses students appreciate the intellectual and aesthetic contributions that the visual, dramatic, and/or performing arts make to their ability to understand themselves and others and to their capacity to enjoy their own and others' creative processes and products. Students develop an understanding of themselves and the ability to reflect on and express their thoughts and feelings responsibly. This non-sequential requirement can be met with any fine arts course that blends experiential, theoretical, and reflective approaches. Examples include Art 101, 107, 121, 122, and 235; MH 100, 101, 213; Theatre 103 and 107. Three credits of Applied Music, Music Organizations or Dance or a combination thereof, also satisfies this requirement.

The learning outcome goals for students taking a course that fulfills the fine arts requirement are that students will:

1. demonstrate engagement in the creative process;
2. demonstrate the ability to respond to and reflect on the aesthetic experience of the arts; and
3. demonstrate connections between aesthetic experience and the larger cultural context of creation.

Natural Science with a lab (4) In a natural science with a lab course, students utilize qualitative and quantitative reasoning and the scientific method as tools in decision making and creative problem solving. Examples include, but are not limited to, Biology 102, 105/155, 108/158, 125, 130, 205; Chemistry 102, 106, 121/151; Physics 100/104, 101/105, 106, 111/171 or 151/171; or any approved Lab-Science course.

The learning outcome goals for students taking a natural science course with a lab are that students will be able to:

1. use logic and the scientific method to analyze the natural world and solve problems;
2. analyze issues in science which are important both personally and globally; and
3. connect theories and descriptions found in lectures and textbooks with real-world phenomena utilizing appropriate technology in laboratory and field environments.

Oral Communication Studies (3) One three-credit course in oral communication is required. This requirement may be satisfied by taking Communication 200 Public Speaking or Communication 242 Business and Professional Communication. Majors in the Tabor School of Business must take Communication 242. This requirement should be completed during the Freshman or Sophomore year.

Oral Communication Studies courses combine communication theory with the practice of oral communication skills. Students will develop effective and appropriate oral communication skills for diverse public contexts. Oral Communication Studies courses: (1) develop awareness of the communication process; (2) provide intentional, organizational, and expressive strategies; (3) promote understanding of and adaptation to a variety of communication contexts; and (4) emphasize critical skills in listening, reading, thinking, and speaking.

The learning outcome goals for students taking an oral communication course are that students will be able to:

1. understand and demonstrate communication processes through invention, organization, drafting, revision, editing, and presentation;
2. analyze, evaluate, and synthesize in a responsible manner material from diverse sources and points of view;
3. select appropriate communication choices for specific audiences;
4. use authority, point of view, and individual voice and style in communications; and
5. participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

Quantitative Reasoning (3-4) Quantitative reasoning courses teach students how to utilize qualitative and quantitative reasoning and the scientific method as tools in decision making and creative problem solving. This requirement may be fulfilled with any three or four credit math course numbered above 106. In addition, PH 213 (Critical Thinking: Logic) and SO/PS 201 (Statistical Methods in the Behavioral Sciences) will fulfill the Quantitative Reasoning requirement.

Students with an ACT-Math score of greater than or equal to 25 or an SAT-Math score of 570 or above or who score a 3 or above on Millikin's Math Placement exam are eligible to enroll in a qualified Quantitative Reasoning course. If a student does not meet the requirement for placement in a qualified Quantitative Reasoning course, they must enroll in the appropriate level math course based on the score earned after taking the Math Placement exam. Student can re-take the math placement exam for a maximum of 3 times.

If a student does not score a 3 or higher but completes MA106 or an equivalent course, they will be allowed to enroll in an approved Quantitative Reasoning course at Millikin.

Transfer students may meet the Quantitative Reasoning requirement with a qualified course transferred from a previous school or by completing the Associate of Arts or Science degree. However, if the student is required to take additional math at Millikin a score of 3 or higher must be obtained on the Math Placement exam or successful completion of MA106 or an equivalent course or provide evidence of qualifying ACT math or SAT math scores.

The learning outcome goals for students taking a course that fulfills the quantitative reasoning requirement are that students will be able to:

1. use deductive reasoning in a formal, symbolic, axiomatic system; and
2. apply the theorems of the system.

International Cultures and Structures (6-8) This two-course requirement focuses on cultures and social structures outside the United States. It may be satisfied by courses in modern language, internationally focused courses from a variety of disciplines, study abroad courses, or a combination of these. “Culture” refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. “Social structures” refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Each course must address culture and/or social structure.

The learning outcome goals for students taking a course that fulfills the ICS requirement are that students will:

1. analyze culturally diverse points of view through examination of primary sources;
2. comprehend cultures and/or social structures of countries outside the United States; and
3. compare cultural and/or social structures found in countries outside the United States to those found within the US.

Guidelines for Internships and Cooperative Work Experiences

For the purpose of maintaining academic standards and consistency throughout the University, the following guidelines shall apply to the awarding of academic credit for internship and cooperative work experience.

1. The work experience must be directly related to the student's major or minor program and provide a viable educational experience. This means there must be a significant educational component over and above what would be required for a routine part-time job. Prior approval of the Department Chair or Program Adviser and Dean of the appropriate school is mandatory. Forms for this purpose may be secured from the deans of the respective schools.
2. Since the student is expected to contribute to, as well as learn from the experience, the student must be properly prepared for the work assignment. Fulfilling prerequisites, therefore, normally restricts such experiences to students at the junior and senior level.
3. The educational objectives, which a student hopes to realize through this experience, must be clearly stated and definite arrangements made for close supervision of student work so that progress can be monitored. The Millikin faculty sponsor is expected to make an on-site supervisory visit.
4. The supervisor, in consultation with the Millikin faculty member in charge of the internship or cooperative program, must make a detailed evaluation of the student's work, and it is upon this in-depth evaluation that a letter grade is assigned.
5. Normally, a student must work a minimum of 40 hours to receive one (1) unit of academic credit. In no case can a student earn more than 12 credits for work experience.
6. In majors other than those designated for teacher certification, eight credits are the maximum allowable for internships. Internships in a minor are limited to four credits or less.
7. Credit is not awarded after-the-fact for work experience already completed except by proficiency exam where appropriate.
8. The student pays the normal tuition charge for the credits to be received upon completion of the work experience. Financial aid is available during the fall or spring semester to these students whether living on or off-campus, providing they are enrolled at Millikin on a full-time basis.

Students may or may not be compensated in a work experience, depending upon the nature of the duties and the policy of the employer. The primary consideration is the quality and appropriateness of the work experience.

Admission

Traditional New (Freshman) Student Admission

The curriculum at Millikin University is designed for capable students who will respond to and benefit from the challenges of higher education. Applications for admission will be accepted upon completion of coursework equivalent to six semesters of high school credits.

The Admission Office carefully reviews the credentials of each candidate, emphasizing the candidate's secondary school record, and results on the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board or the American College Test (ACT) administered by the American College Testing program. Applicants for admission should take the SAT or ACT near the end of the junior year in high school, or no later than December of the senior year, and arrange for the results to be sent directly to Millikin. (Institutional Code: 1470 for SAT and 1080 for ACT). Complete information on test locations, test dates and procedures for taking the examination are available from high school counselors.

Of equal importance are favorable recommendations from a current teacher and an official of the candidate's secondary school. Qualified candidates will be accepted without regard to race, religion, sex, age, or national or ethnic origin. Although not required, a personal visit to the campus and an interview with the admission staff is highly recommended. A visit to campus will assist the prospective student (and family) in becoming acquainted with Millikin's campus and programs. Several campus visit days are held for prospective students and their families throughout the year.

Admission is based on at least 15 (preferably 16) units of work completed at an accredited secondary school that fulfill the school's graduation requirements. The General Education Development (GED) test may be considered in lieu of the secondary school record in certain circumstances.

In general, freshman candidates who present an above average secondary school record (GPA of at least 2.5 on a 4.0 and rank in top half of graduating class), satisfactory scores on either the SAT (at least a 980 combined verbal/math score) or ACT (at least a 20 composite score), and favorable recommendations are considered scholastically acceptable.

Credit in Escrow

Qualified high school students may earn college credit to be held in escrow at Millikin University. To be eligible, the student must have completed the junior year of high school, have earned 13 units, rank in the upper one-third of the student's class, and be recommended by the student's high school counselor or principal. A student who meets these criteria may take one or two courses each semester or during an Immersion (Summer or January) term. Credits will be granted upon graduation from high school. It is the student's responsibility to provide Millikin with a copy of the final high school transcript following graduation.

Advanced Placement (AP)

Millikin University, in most circumstances, will award credit and appropriate placement to students with CEEB Advanced Placement Examination grades of 3, 4 or 5. The University Registrar will make the final decision regarding acceptance of AP credit. Exemptions from specific courses will be granted subject to departmental recommendation.

International Baccalaureate (IB)

Millikin University recognizes the International Baccalaureate program and awards six to eight semester credits for each higher level examination score of 5, 6, or 7. Credit will be awarded in general areas depending upon the subject completed by the student. No credit will be awarded for subsidiary exam results. The University Registrar will make final decisions regarding acceptance of IB credit. Exemptions from specific courses will be granted subject to departmental recommendation.

Credit by Examinations

In addition to the AP and IB programs, Millikin offers the qualified student an opportunity, while in residence, to earn credit and advanced standing by successfully completing proficiency examinations in certain University Studies and other courses.

The University grants credit for the College Level Examination Program (CLEP) on the basis of a score at or above the 50th percentile provided the student has not attended secondary school in the past three years. From 3 to 6 Credits may be awarded on the basis of the exam completed. In general, credit will be awarded in areas outside the area of the student's major.

Students completing majors in education cannot receive CLEP credit in English. Credits may be applied to University Studies requirements or counted as elective credit.

Special Admission Policies

School of Music. In addition to being approved for admission to Millikin University, students who wish to major or minor in Music must submit a separate application to the School of Music and participate in an audition. Auditions are held on announced dates or can be arranged on an individual basis. If necessary, a student may meet the audition requirement by furnishing a recorded performance.

Theatre/Musical Theatre BFA Programs. To be admitted to one of the BFA programs in Theatre or Musical Theatre, a student must first meet the admissions standards of the University, then complete a successful audition or interview with appropriate theatre and dance facility. Students must pass a second audition/interview at the end of their freshman year to continue in BFA programs.

Tabor School of Business. Three units of mathematics are recommended for students who plan to enroll in the business curricula at Millikin. The Tabor School of Business has special admission requirements for majors in the junior and senior years of study, and for minors. These are described in the Tabor School of Business section of this Bulletin.

Teacher Education. A student wishing to teach at the early childhood, elementary, middle or high school level should be aware of the special requirements for teacher certification programs. These requirements are described in the School of Education section of this Bulletin.

Mathematics, Chemistry or Physics. Four units of high school mathematics are recommended for students who plan to major in one of these disciplines.

School of Nursing. Admission in the Nursing major is based upon the following equally important factors: 1) the candidate's secondary school record, including one unit each of laboratory courses in biology and chemistry, and two units of mathematics; 2) satisfactory performance on either the ACT or the SAT; and 3) the student should rank in the top quarter of his/her high school graduating class. The Director of the School of Nursing will review records of applicants at variance with these expectations. Each student is evaluated individually. In order to be admitted as a pre-nursing major, the student's credentials must predict completion of the pre-nursing curriculum with at least a 2.5 (C+) grade point average. Performance at this level is required for admission to the junior and senior level professional courses.

International Student Admission

Millikin University encourages international students to apply and welcomes their participation to enrich educational opportunities for all students. International students should request an application and documentation requirements from the Office of Admission or complete an application online at www.millikin.edu/admission/international. Because of the detailed information and the special processing required for a foreign national, an application for admission and all supporting documents must be received at least three (3) months prior to the term for which admission is desired. An international student must meet the regular admission requirements of the University and comply with the following:

Academic Records. Official academic credentials must be submitted with the application for admission. This includes mark sheets, grade reports, or transcripts of all secondary and post-secondary work completed. All academic records must list each course and grade(s) received. Documents must be original, bearing the official seal of the institution and the signature of the Registrar, or designated official, or each photocopy submitted must bear an original certification and original ink signature of the Registrar or designated official. If the academic document is not recorded in English, it must be accompanied by a certified English translation that is a literal and complete interpretation of the original document.

Transfer Credit. International students who wish to transfer credit for academic work completed at another institution must provide complete documentation of such work prior to enrollment. These required documents include a transcript (recording all courses taken and grades received) and a description of each course taken, required textbooks, and details on the home country's system of education. A certified English translation is required for all documents and course descriptions. Transcripts are evaluated on a course-by-course basis to determine if credits will be accepted as an equivalent to courses offered at Millikin.

Certification of Finances. An International Certification of Finances form must be completed before the Certificate of Eligibility (Form I-20) is issued. The University is required by immigration authorities to carefully check financial resources of each student prior to issuing the Form I-20. Therefore, it is important to understand the cost of attending Millikin and have the necessary funds to support an entire academic year of enrollment. The Certification of Finances form must be completed, signed by the student and sponsor (if applicable), and must bear an official stamp and signature of a bank official. The total amount of funds reported on this form must be readily available to the student.

In addition, all international students receiving funds from a sponsor or scholarship, grant or loan program must submit a signed copy of the award letter or signed affidavit from an authorized person, indicating the amount, duration and any additional requirements for receipt of the funding.

English Proficiency. English proficiency test results are required of all applicants whose native language is not English. A minimum score of 550 on the paper-based TOEFL (or 79 on the internet-based TOEFL) is required for admission. Please make arrangements to take the TOEFL before applying for admission. For information, visit the TOEFL Web site at www.ets.org/toefl. If possible, it is recommended that International students take the Scholastic Aptitude Test (SAT) and request official scores be sent to Millikin (Institutional Code 1470).

Health Information. A completed Health Information form is required by University Health Services, plus proof of immunity from vaccine preventable diseases.

Health Insurance. Millikin requires that all international students purchase health insurance in order to help pay for major medical expenses. The health insurance policy should be kept active as long as the student is enrolled in the University. International students will be contacted by the Center for International Education (CIE) with additional information regarding health insurance availability and requirements.

Transfer Student Admission

Students wishing to transfer to Millikin are required to submit official transcripts for study completed at high school and college or university levels. It is desirable, but not necessary, to also submit an official record of scores on the Scholarship Aptitude Test (SAT) or American College Test (ACT). Generally, students will be favorably considered for admission if they are in good standing at the institution from which they wish to transfer, and have earned a minimum cumulative grade point average of C or better. Admission to the Tabor School of Business requires a minimum GPA of 2.5. Admission to Teacher Education requires a minimum GPA of 2.70. Admission to the School of Nursing requires a minimum GPA of 3.0. Admission to Athletic Training requires a minimum GPA of 2.5.

Upon acceptance to the University, the transfer degree candidate is:

1. Generally given credit for all college level study comparable to courses at Millikin. General credit can be given to college level courses even though Millikin may not offer that specific course. In most cases no more than 66 credits will be accepted from a two-year community college. Some exceptions to this may be made based on the student's degree program and circumstances. Courses with grades of less than a C- will not be accepted. Only credits earned in transfer will be recorded on the Millikin transcript and grades of accepted courses are not calculated into the student's Millikin overall GPA.

Business courses equivalent to those offered by Millikin University as lower division courses may be transferred without restriction. Credit for an upper division business course is given to a student who passes a proficiency examination with a grade of C or better.

2. Required to complete at least 33 of the last 45 credits in residence at Millikin (exceptions to this regulation are permitted in certain pre-professional programs such as pre-medicine, pre-dentistry, medical technology, pre-occupational therapy and pre-physical therapy).
3. Required to fulfill all University-wide general education and other requirements for the degree program in which the student is enrolled. (Transfer students must complete a minimum of 20 credits at Millikin in nursing, including enrollment in Senior Seminar.)
4. Required to complete a minimum of 12 credits at Millikin in the chosen major(s).

Transfer Students with an Associates Degree. Transfer students who have earned an Associate of Arts or Associate of Science degree are given full course and hour transfer credits for courses credited for these degrees up to, in most cases, a maximum of 66 credits. Entering students who have completed these degrees before matriculating at Millikin are considered to have fulfilled the first two years of all sequential University Studies requirements. The Associate of Arts or Science also satisfies all non-sequential requirements except Global Studies. The Associate of Arts or Sciences does not satisfy School/Division distribution requirements. Please refer to the appropriate College/School in which your major is located to determine the courses that satisfy the School/Division

distribution. For information regarding degree requirements, a transfer student should contact the Department Chair or Dean of the school in which the student intends to major.

Illinois Articulation Initiative. Millikin recognizes the Illinois Articulation Initiative (IAI), a statewide agreement that allows the transfer of completed Illinois General Education Core between participating institutions. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as a first-time freshman in the summer of 1998 or thereafter. Millikin reserves the right to accept all courses on the basis of their content even though the course may not be an approved IAI course.

Adult Amnesty Program

Students who have previously attended college, and do not meet the minimum academic standards for transfer admission, may be accepted to Millikin upon approval of the Council on Students and Academic Standards under an amnesty policy. In order to qualify the student must not have been in attendance at a college or university in the three years prior to the term for which they seek admission. To remain enrolled, a student must achieve a minimum 2.0 grade point average each semester. Eventually, the minimal grade requirements of a cumulative 2.0 average for all college study will apply to amnesty students. Students admitted under this provision are required to meet all special GPA requirements for the degree program in which they are enrolled.

Expenses

Educational Costs

Students at private colleges and universities rarely pay the full cost of their education. Millikin is no exception; student tuition and fees do not cover all educational expenses. Endowment income, gifts from alumni, friends, parents, business firms and annual gifts from other sources, help meet the difference between tuition income and actual education costs.

In the event of unforeseen circumstances or events, Millikin University reserves the right to adjust tuition and fees at any time.

Annual Tuition and Fees for the Traditional Undergraduate Student, 2008-2009

Full-time Tuition (12 to 18 credit hours per term)	\$24,600
Residence Hall Space (average room/apartment rate)	\$4,160
Full Board Contract.....	\$3,325
Student Activity Fee	\$250
Technology Fee.....	\$300
Health Service Fee	\$45
First Week Fee (first-year students only)	\$100
Graduation Fee (graduating seniors only)	\$35
Private Applied Music Lesson Fees/per credit hour.....	\$100

Some laboratory or studio courses assess fees for expendable supplies and equipment maintenance and replacement. Non-resident, full-time students pay the same tuition, technology and activity fees. Non-resident/commuter students may purchase a board contract. Meal plan and “flex” dollar options are available for purchase at the Student Service Center, Room 119 Shilling Hall.

The preceding amounts indicate expenses payable directly to the University. In addition, a student will incur costs for books and supplies, transportation, entertainment, and other personal expenses. Students living off campus will incur room and board costs which may vary throughout the community; however, these costs normally do not differ significantly from those charged to resident students. Additionally, students may incur costs related to their major. For example, the nursing major will incur additional costs for uniforms and the National Licensure Examination. These expenses should be taken into account when considering the total cost of attending Millikin.

Tuition and Fees for PACE Students

Application Fee	\$25.00
Registration Deposit.....	\$150.00
Tuition Costs, per semester credit hour	\$385.00
Materials/Technology Fees.....	\$125.00
First Semester CATI Assessment	\$50.00
Graduation Fee	\$35.00

Tuition and Fees for Graduate Studies Students

Masters of Business Administration (MBA)

Registration Deposit.....	\$200.00
Tuition Costs, per credit hour	\$630.00
Graduation Fee	\$35.00

Masters of Science in Nursing (MSN)

Registration Deposit (applied to tuition)	\$200.00
Tuition Costs, per credit hour	\$630.00
Graduation Fee	\$35.00

Special Fees, 2008-2009

Heavy Schedule (Overload): Students may register for up to 18 credit hours per term at the normal, full-time undergraduate tuition rate specified above. Any student registering for more than 18 hours per term is considered to be in a heavy schedule or “overload” situation. Once a student reaches 19 credits, they will be charged an additional \$425 per billable hour. (Note: A student who desires to register for a heavy schedule must have both the Dean and advisor’s signature on the registration form.)

Light Schedule (Part-time): Students carrying fewer than 12 credit hours per term pay tuition at the rate of \$825 per hour and a \$75 per term technology fee. Part-time students do not pay the Student Activity and Health Service fees.

Auditors: Charged the same tuition as credit students based on the number of credit hours taken.

Supervised Teaching: \$300 per semester.

Transcript Fees: There is a charge for all official transcripts. Transcripts for currently enrolled students will be charged \$2.00 per copy. Former Millikin students will be charged \$5.00 per copy. The appropriate fee must accompany the transcript request. Checks should be made payable to Millikin University. Official Transcripts must be requested in writing from the Office of the Registrar. Transcripts are issued provided all financial obligations at the University have been met. All requests must be signed and dated by the student and must include the following:

- Student's full name (including any name changes that may have occurred)
- Student's current address and phone number
- Student's Social Security number
- Student ID if available (this would apply to more recent students or alumni only)
- Date of Graduation, or last date of attendance
- Degree earned, if applicable
- Name, address, and phone number, if the transcript is to be sent to a third party
- Number of copies to be sent

Transcript processing will be approximately 24 to 48 hours. During rush times in the office, such as Registration or Commencement, processing may be delayed up to a week.

Parking Fees: \$50 per year for juniors and seniors; \$100 per year for freshmen and sophomores; \$50 per year for commuters. NOTE: Freshmen must petition to have a car on campus. For more information concerning parking, please see the section on Facilities and Parking.

Returned Check Fee: The Student Service Center will cash personal checks up to \$50 per day for students at scheduled times during the day. There is no charge for this service; however, a \$25 charge is levied for any check returned because of insufficient funds. The privilege of cashing checks will be withdrawn if a second incident of a check being returned occurs. Students are encouraged to have the flexibility and experience of a commercial bank checking account. Several banks in Decatur have special plans for Millikin students. Student-to-student and third party checks will not be cashed.

Advanced Tuition Deposit (ATD): Students new to the University are required to pay an advanced tuition deposit of \$150 that reserves their matriculation and housing reservation. The deposit will be credited to the student's first semester University charges. This deposit is required to provide for accuracy and fairness in the assignment of residential space and to permit planning for the proper ratio of faculty to students, course offerings, and space use. A room reservation will not be made until the ATD is received. The deposit is non-refundable after May 1st.

Room Reservation Fee: Returning students who will be living in a University residence hall are required to pay a \$150 room reservation fee in the spring of each year to ensure residence hall space for the following fall. The room reservation fee is non-refundable after May 1st.

Method of Payment

University charges are billed by term. Tuition, room and board, and required fees for all students are billed and are due prior to the beginning of each term. A tuition statement will be mailed in July for the fall term payment and in January for spring term payment. Students must arrange for full semester payment at the Student Service Center of the University prior to the billing due date in order to attend classes. Monthly payment arrangements may be set up in the Student Service Center per term as well. Accounts not paid in full by the due date are subject to a late fee equal to 1.75% of any past due balance. Accounts placed with our collection agency will be assessed an additional fee for collection equal to 30% of the total balance due.

Students must meet all of their financial obligations to the University each term in order for the student to be allowed participation in "room draw" and early registration for the subsequent academic term. Students must have satisfied their entire account balance before grades can be released, diplomas awarded, transcripts issued, and before participation in Commencement.

Withdrawal and Refunds

Students enroll for one semester at a time. Students who leave the University during or at the end of the semester must report to the Registrar's Office to complete the necessary procedures and forms.

Students who withdraw their registration prior to the first day of classes will not be charged tuition, fees or room and board. Current students who do not withdraw officially from the University prior to the start of classes may be liable to pay all tuition and fees owed for that term. Students who withdraw from the University on the first day of classes and thereafter, will receive a refund of charges assessed by the University in the following manner:

Starting with the first calendar week of class and for the next six weeks; tuition, room, board, and fees will be refunded on a proportional basis according to the following schedule:

Refund Schedule:

Time of Withdrawal	Tuition, Board Fees Refund	Room Refund
Prior to the start of formal academic activities	100% except, \$150 deposit	100%
First Week	100% except, \$150 deposit	100%
Week 1(starting on the first day of class)	90%	75%
Week 2	80%	NONE
Week 3	70%	NONE
Week 4	60%	NONE
Week 5	50%	NONE
Week 6	40%	NONE
After week 6	NONE	NONE

An administrative fee of \$100 will be assessed on all withdrawals. Students who withdraw after the end of the sixth week, for any reason, will not receive any refund on tuition and fees. Policies related to withdrawal and refunds for PACE and Graduate programs vary. Please consult student handbooks.

For students who receive Federal financial aid and withdraw before 60% of the semester is completed, the amount of aid allowed will be pro-rated based on Federal Title IV refund regulations.. The order of return of Title IV federal funds is as follows: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Perkins Loans, Federal PLUS Loans, Federal Pell Grant, Federal SEOG Grant, other assistance for which a return of funds is required. If the student withdrawal occurs after 60% of the semester is completed, the recipient is allowed to retain 100% of aid.

Financial Aid

Student Financial Aid Programs at Millikin University are designed to provide financial assistance to students who, without such aid, would be unable to attend. Financial awards are also made in recognition of academic achievement and may depend on University needs for a particular talent or ability of an applicant. Policies and procedures established by the President are based upon recommendations from the Enrollment Management Team (EMT). The Office of Admission and Student Financial Aid staff is responsible for the awarding of financial aid to students and for the general coordination and operation of financial aid programs.

Millikin University relies on the recommendation of the *Free Application for Federal Student Aid* (FAFSA) to establish a student's financial need. All students requesting aid based on financial need must submit the FAFSA each year and designate Millikin to receive their processed application. The FAFSA will provide an expected family contribution (EFC) from which unmet financial need will be determined. (Millikin's cost of attendance minus the student's EFC equals financial need.)

Special review of a student's EFC may be requested if the student and/or family experiences a significant change in financial circumstances not reflected on the FAFSA. An increase in need as determined by the special review process may not necessarily result in an increase in the student's financial aid award. Such adjustments depend upon availability of funds. Changes in financial circumstances should be conveyed as soon as they occur to the Financial Aid Office of the University in writing. .

The following assumptions apply to the aid awards made by Millikin:

1. Financial aid is awarded on an annual basis and is subject to review each academic year. April 1st is the deadline by which current students must file their FAFSA for renewal of their need-based aid. Applications filed after this date will be awarded aid on an as available basis. Students new to Millikin must file the FAFSA by March 1st.
2. Millikin University funds are awarded to full-time traditional students who have not yet attained a bachelor's degree. Limited financial aid resources are available for students enrolled on a part-time basis from non-University sources.
3. Duration of eligibility for financial aid is determined by the specific source of the aid.
 - University funds are available for 4 undergraduate years (or 8 semesters) to students enrolled on a full-time basis. University funds are available only during the Fall and Spring terms and are not available for Summer and Immersion terms. Students requiring more than 8 semesters to complete their degree, may petition for additional terms of aid eligibility in writing to the Registrar and the Director of Student Financial Aid.
 - Most students at Millikin will complete their undergraduate degree on average, in 4 years or 8 semesters. Transfer students may require additional semesters beyond their eligibility for financial aid based on the degree program and the completion of accepted transfer work. Transfer students should work closely with the Registrar's Office, their advisor and the Student Financial Aid Office to determine if they will be eligible for financial aid during all of their required semesters at Millikin.
4. Financial aid from any source may be renewed from year to year provided the student: demonstrates need, remains in good academic standing, and makes minimum progress towards completion of his/her academic program. (Other criteria, as stipulated in the student's initial award, may include continued academic achievement or demonstration of talent.) Satisfactory academic progress to maintain financial aid eligibility is evaluated on an annual basis. Requirements to maintain satisfactory academic progress include the successful completion of 12 credit hours per term in good academic standing and on-time progress toward the student's degree. Part-time students must successfully complete all hours in which enrolled to ensure satisfactory progress.

Good academic standing is defined as maintenance of a 2.0 minimum Millikin grade point average (GPA). Students with a Millikin GPA below a 2.0 may be placed on academic probation and will be reviewed to ensure minimum progress standards are met. Further, students who seek re-admission to Millikin after an absence of one or more semesters will be reviewed for aid eligibility based on this minimum progress policy. Students with an absence of more than 5 years will be considered on a case-by-case basis for eligibility.

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Appeals for continuation of aid eligibility must be made in writing to both the Director of Student Financial Aid and the University Registrar. The appeal will be evaluated by both entities based on the merit of the individual case and written notification of the decision will be sent to the student.

5. Grade level classification is determined according to the following schedule of credits earned. A student must earn at least:
 - 24 credits to be classified as a sophomore;
 - 54 credits to be classified as a junior; and
 - 88 credits to be classified as a senior.
6. Millikin talent and merit awards may be made to students with no demonstrated financial need.
7. Continuing Millikin students can expect to receive the amount of financial aid originally awarded to them as an incoming student unless: their financial need increases or decreases from year to year; and/or the April 1 priority filing date for the FAFSA is missed. Students will be notified annually beginning in April of their financial aid awards for the upcoming academic year.
8. Financial aid eligibility for students studying in off-campus programs will vary according to the individual program. Students planning to participate in an off-campus program should contact the Director of Student Financial Aid for eligibility.

Coordination of Financial Aid. Any award provided from Millikin funds and restricted for tuition only is subject to coordination with awards from outside sources also restricted to cover tuition only charges. Coordination of tuition restricted awards will be considered individually and adjustments will be made within program guidelines.

Types of Financial Aid

There are many different sources of student financial aid. Some sources must be repaid (loans) and some are gift assistance (grants and scholarships). Chances are a student's financial aid package will consist of a combination of different types. More than \$20 million is awarded annually from University resources and endowed scholarship funds to students who demonstrate a financial need at Millikin. Awards vary based on the student's level of financial need as determined by the FAFSA each year.

Need-based Aid. Need-based financial aid is awarded based on student's financial need as determined by the FAFSA results. Need-based aid can be in the form of grants, student employment and/or loans.

Merit-based Aid. Merit-based aid is given based on academic history, a talent or skill or because of extra-curricular or community involvement record.

Additional information regarding specific student financial aid programs that Millikin students are eligible to receive is provided by the Student Financial Aid Office.

General Graduation Requirements

In general a minimum of 124 credits are required for most Millikin undergraduate degrees. Certain curricula in the University require more. Please refer to specific majors and programs to determine the minimum number of credits required for the degree.

A minimum of 39 credits must be earned in courses numbered 300 or above, at least 12 of which must be in the major department or area.

Students who have completed all of the requirements for University Studies and all the requirements for their selected major must also still meet the minimum number of credits for their degree. When completing the additional credit hours require, students may opt to earn an minor, complete an area of concentration which compliments their major, enroll in elective classes either within or outside their major department, or some combination of these choices. Students should make decisions regarding minors and elective credits in consultation with their advisors and with consideration of their personal interests and professional goals.

For most programs, degree candidates must maintain a minimum grade point average of 2.0 in all courses attempted at Millikin. Exceptions to this are as follows:

Education majors (both secondary and elementary) must maintain an overall GPA of 2.7 and a 2.7 in their major.

Tabor School of Business majors must maintain an overall GPA of 2.5 and in their major

Nursing majors must maintain an overall GPA of 2.5

Athletic Training majors must maintain an overall GPA of 2.5

Application for degree

All students must file a completed and signed Application for Degree indicating the term of graduation with the Office of the Registrar as soon the student has completed a total of 70 credits but no later than the beginning of the semester prior to semester the student plans on completing the degree(s). The form is available in the Registrar's Office or on-line at <http://www.millikin.edu/registrar/>. A graduation fee of \$35 is required of all graduating students whether they participate in ceremonies or not and must be paid prior to the day of Commencement.

The Registrar's Office provides degree audits to all students who complete a minimum of 70 credits. Individual degree audits can be obtained by scheduling an appointment with the Registrar's Office or with the Office of Academic Development. Millikin University also provides students with the ability to perform their own degree audits on-line through the Banner Curriculum, Advising and Program Planning (CAPP) program. All currently registered Millikin students have access to the degree evaluation tool via MU

online and their personal secure account. All new students will receive training on this and many other electronic support systems at Millikin during their orientation or upon request from the Registrar's Office.

The Registrar will notify all students who complete a minimum of 70 credits that a degree evaluation has been run and stored on their individual account. Questions or changes to the degree audit must be directed to the Registrar by e-mail or in person. It is the student's responsibility to keep up to date on their progress towards their degree. Millikin provides both personal and electronic means to do so.

It is important to note...

Students are ultimately responsible for knowing University, College/School and Departmental Graduation requirements for their degree(s).

“While the University is committed to advising, it is the responsibility of the student to seek out the advisor in a timely fashion, provide information on personal and academic issues relevant to the student-advisor interaction and to be familiar with appropriate sections of the University catalog, including but not limited to the requirements for graduation.”, Section 1.2.3.1 Teaching, General and Academic Advising.

Advisors and students have access to electronic degree evaluations via MU online.

Graduation Honors

Graduation Honors are based on the student's final overall grade point average (GPA). Honors designations are as follows: Cum Laude – 3.500 to 3.649; Magna Cum Laude – 3.650 to 3.799; Summa Cum Laude – 3.800 and above. Millikin University does not round to the nearest tenth but displays the GPA out three places past the decimal.

Graduation Dates

Millikin sanctions three official Commencement programs during the academic year. Two formal programs are held at the end of the term in May and the other at the end of the fall semester in December.

In addition to the December and May Commencements there is a Summer Graduation date that does not include any ceremonies.

All students who complete degrees at Millikin must be approved by a faculty vote.

Petition to Participate in Graduation Policy

A student in the last semester of studies, but who will not complete all degree requirements in time to receive the diploma at the next scheduled commencement, may petition to participate in graduation ceremonies. This form is available in the Registrar's Office or on-line.

The student must have the petition approved by his/her adviser, academic Dean and the Registrar. The petition may be approved if the student has no more than eight credits or no more than two courses left to complete the degree. The student must show evidence on the petition that all course work will be completed no later than the start of the next term immediately following the last term at Millikin. The Registrar must approve transfer of courses taken at another institution in advance.

PACE students who wish to participate in the December Commencement, must have all degree work completed by the end of the PACE fall term. PACE students who wish to participate in the May Commencement must have all work completed by the end of PACE spring term.

MSN students who wish to participate in the December Commencement must have all degree work completed by the end of the MSN fall term. MSN students who wish to participate in the May Commencement must have all work completed by the end of the MSN spring term.

Residency Rule

Candidates for all degrees in the traditional program must earn at least 33 of their last 45 credits in residence at Millikin, including work taken in Summer Session. Students can transfer an unlimited number of credits and grades from affiliated programs such as the Institute for the International Education of Students (IES), the Urban Life Center in Chicago, the Washington Semester or other university approved off campus study programs. The Residency rule does not apply to these programs. The grades received in these programs are calculated in the overall Millikin GPA.

Students completing work off campus in an accredited Allied Health Program (medical technology and physical or occupational therapy), after earning 96 credits at Millikin, are exempt from this rule. Students who enter medical, dental or veterinary schools after their junior year at Millikin are also exempt from this rule but must complete 64 of their last 96 credits in residence at Millikin.

Completing the Degree Off-Campus

Degree candidates approved to complete graduation requirements elsewhere, either in residence or by correspondence, must confirm their plans with the Registrar at least six weeks prior to commencement. No more than 12 credits may be transferred back to complete a degree off-campus. This rule applies to the last 45 credits in the student's degree program.

Degrees Offered

Millikin University offers five undergraduate degrees. These are the Bachelor of Arts (B.A.), conferred on graduates of the College of Arts and Sciences; certain majors in music, theatre, and art from the College of Fine Arts and selected majors in the College of Professional Studies; The Bachelor of Fine Arts degree (B.F.A.), for certain majors in theatre or in art; the Bachelor of Science (B.S.), conferred on graduates of the Tabor School of Business, the College of Professional Studies and certain areas of the College of Arts

and Sciences; the Bachelor of Music (B.M.), for graduates of the College of Fine Arts; and the Bachelor of Science in Nursing (B.S.N.), conferred on graduates in the School of Nursing. Millikin also offers graduate degrees, the Master's in Business Administration (M.B.A.), conferred on graduates of the Tabor School of Business and Master of Science in Nursing (M.S.N.), conferred on graduates of the School of Nursing.

Academic Policies and Grading System

Full-time Students

Students enrolled in 12 to 18 credits in a regular semester or 6 credits during an immersion or summer term are classified as full-time. Students enrolling in more than 18 credits are considered to be in overload and will be charged additional tuition. See the Financial Aid section for more details.

Part-time Students

Students enrolled for 11 credits or less in a regular semester, or for 5 credits or less in a Summer Session, are designated as part-time. These students fall into two classifications: part-time degree-seeking students, and part-time non-degree seeking students. Part-time students seeking a degree at Millikin must maintain the requirements for good academic standing. The requirements for good academic standing do not apply to non-degree seeking part-time students.

Auditing a Course

Students who wish to attend classes and lectures regularly, but without responsibility for outside work and examinations, are classified as auditors, and do not receive college credit. Audit registrations may be changed to credit registration if completed correctly within the first six weeks of the semester. Courses taken on an audit basis are billed at the same level as courses taken for credit. Credit registrations may be changed to an audit registration during the first six weeks of the semester.

Degree-holding alumni and senior citizens are permitted to audit any regularly scheduled class at the University on space-available basis tuition free. This does not include classes taken during summer and winter sessions. The Alumni office handles these registrations. There is a \$50 fee charged to cover access to Millikin's computer network where most faculty post assignments, test dates, additional resources and readings and for access to the Staley Library.

Music Credit

Only 10 credits of applied music may be counted toward undergraduate degrees other than degrees in Music.

Candidates for the B.A., B.S.N. and B.S. degrees may earn up to six credits in music organizations. Candidates for the B.M. degree are limited to the number of credits stated in the requirements for their degree major and emphasis. Although additional credits may be earned, only the number required for the specific degree and those representing the lowest average may be utilized to fulfill graduation requirements and to calculate honors.

One-Hour Courses

No more than eight one-credit activity or participation courses can be counted toward the degree, except in the College of Fine Arts where required or recommended to fulfill specific degree requirements. No more than three one-credit activity or participation courses may be elected for credit in a single semester, except in the College of Fine Arts where required or recommended to fulfill specific degree requirements. This does not apply to labs associated with academic courses.

Types of Academic Activities

Laboratory: A time devoted to experiments, fieldwork or demonstrations required as all or part of a course.

Workshop: A class built totally around a format of experiments, tests or demonstrations.

Directed Study: An opportunity by which one to five students meet individually or collectively with a professor in order to take a credit course - not currently being offered - from the regular curriculum. It is understood (1) that the student will cover material comparable to that included in a regularly scheduled offering of the course, and (2) that the option will only be exercised as a scheduling necessity or convenience when adequate reasons for so doing have been presented.

Independent Study: A specially designed in- depth project in which from one to five students meet with a professor to study a body of material that is not synonymous with that comprising any one of the regular curricular course offerings. The departments that offer the student this opportunity will list independent study under a designation ending in 90.

Internship: A time designation for a period in which a student receives academic credit for serving an apprenticeship (usually off the University campus) under qualified and approved supervision. The departments that offer the student this opportunity list will internships under a designation ending in 70. Students must complete 40 hours of work to receive 1 credit of internship.

Service Learning: A structured opportunity to learn beyond campus with approved supervision by addressing a genuine community need and intentionally assessing the learning. Service learning is integrated into the Millikin Program of Student Learning, existing courses in departments, and interdisciplinary electives.

Practicum: A regularly scheduled course that includes a component in which the student serves an apprenticeship or engages in a field experience under designated supervision. Unlike the internship, the practicum includes during the course a number of classroom meetings in which the background or context for the field experience is presented.

Seminar: A regularly scheduled course generally enrolling 20 or fewer students that requires students to present papers, reports or otherwise assume responsibility for orally presenting and defending the results of their scholarship.

Activity: Either a course or a time designation for a period in which a student receives academic credit for engaging in activities that are primarily physical rather than intellectual in nature.

Studio: A course in which a student (1) meets for instruction or experimentation in one of the creative or performing arts and (2) is required to engage in the creative processes of that art.

Interrupted Residency

Students who return to Millikin after leaving for five years or more, or who re-enter with a transfer of at least 12 semester credits must meet graduation requirements outlined in the Bulletin of the year of their reentry. (Credit earned by correspondence, extension courses, summer school, and in evening school at other institutions does not fall under this interpretation.) Students who continue their work after a brief interruption may do so under graduation requirements in effect at the time of their first registration, or may elect new Bulletin requirements on approval of the Registrar.

Students who interrupt their residency are expected to meet current requirements for good standing and changes in special curricula partially set by outside agencies.

Re-Admission to Millikin

Students who have voluntarily withdrawn or who have been suspended from Millikin and wish to return to the University must apply for re-admission through the Office of the Registrar.

Applications are available upon request. Students must have a completed application on file and be approved for re-admission no later than **three weeks** prior to the start of the term for which they are requesting admission.

A personal statement on why the student wishes to return to Millikin must accompany all applications. Students who are applying after being academically suspended need to outline the reasons they believe the grades earned were not indicative of their academic ability and how they plan to improve their academic record should they be re-admitted to Millikin.

All applications for re-admissions must meet the following criteria for approval:

1. The Student Service Center must approve all students applying for re-admission. All outstanding balances must be paid before re-admission can be considered.
2. If a student has completed additional academic work after leaving Millikin, an official transcript must be received by the Registrar's Office prior to any action being taken on the student's re-admission application.
3. Suspended Students seeking re-admission will have their credentials reviewed for re-admission by the Council on Students and Academic Standards Admission Committee.
4. Students who were eligible for financial aid before leaving Millikin must meet progress requirements as stated in the bulletin under the Financial Aid section regarding progress required for continued eligibility. The Student Service Center will review all re-admission applications for eligibility. There is no guarantee that aid received by the student previous to leaving Millikin will be at the same level or distribution between gift assistance, loans or work-study.

Change of Major/Special Programs/Degree Requirements

Students entering Millikin for the first time must meet graduation requirements listed in this or a later Bulletin for the particular degree program they plan to follow.

Students who return to Millikin after leaving for five years or more, or who reenter with at least 12 credits of transfer work, must meet graduation requirements outlined in the Bulletin year of re-entry.

Academic Major

Each degree seeking student must complete an academic major. Requirements for each major are listed in appropriate sections of this Bulletin.

Interdepartmental Majors consist of three areas of study with 18 credits of 300/400 level course work in the primary area, which must come from the College of Arts and Science. The remaining two areas must equal 12 credits each with as much upper level credit as possible. See the College of Arts and Sciences for more detail.

Courses and degree requirements are subject to change through normal academic channels. Degree requirements are effective according to the date of entry to the institution, while major requirements are effective according to the date of official declaration of the major. Any additions to the curriculum for the ensuing year are published each fall in a Bulletin supplement.

A student can adopt new catalog requirements if they wish. They must declare the change in requirements by completing a "Change of Major" form obtained in the Registrar's Office. Students cannot mix and match old and new degree requirements.

With permission of the department chair, major requirements can be substituted with other courses in the department or courses accepted in transfer from other accredited institutions. The Registrar's Office must be notified of all course substitutions as soon as the department approves these. This is essential to maintain accurate student files.

Academic Minor

The University provides the opportunity for each student to complete an academic minor in addition to the academic major. The minor consists in most cases of a minimum of 21 credits, with at least nine credits earned in courses numbered 300 or above. Students wishing to complete a minor should consult the chair of the department in which they wish to minor.

Students who wish to complete a minor in business management must apply to the Tabor School of Business and complete 24 credits in a prescribed curriculum and maintain a grade point average at least 2.5 in courses taken in the Tabor School of Business.

Rules for Double Majors:

Currently the University does not have any rules regarding double majors. The following is proposed:

- Students must declare one of the two majors as the primary major.
- Each major change must be approved by each College/School involved.
- The primary major determines the degree and college home, as well as any additional school/college requirements (e.g., Education, Nursing, Business, Athletic Training).
- Students must meet GPA, certification requirements and core requirements for both majors.
- Departments or divisions may have additional requirements or restrictions that must be met. (ie.g. entrance auditions for fine arts or state exams for teacher education, double dipping between the two majors).
- Degree requirements are effective according to the date of entry to the institution, while major requirements are effective according to the date of official declaration of the major.
- Students will be assigned an advisor for each major chosen from the appropriate departments.
- Students must be in good standing to declare a second major.
- Permission to transfer work back to Millikin to complete either of the two majors must be cleared by the Registrar and appropriate College or School. The residency rule applies in all cases; 33 out of the last 45 credits must be completed at Millikin.
- One degree is awarded in the case of double majors. Both majors are printed on the diploma as well as on the official transcript.
- The addition of a third major (or fourth) can be declared and completed provided all the above rules are met. It should be noted that it is very rare for a student to complete more than two majors within 8 semesters. Students should explore requirements carefully before adding a 3rd or 4th major.

Guidelines for Double Degrees:

Students seeking a second degree must meet all degree requirements as listed in the current catalog for both degrees and earn no less than 33 additional credits at Millikin to qualify for the second degree.

Students may complete more than one degree program simultaneously. For example, a student may complete a B.A. and a B.S. within one college or complete a degree in one of the professional schools as well as a degree in the College of Arts and Sciences. Students must meet **all GPA requirements and complete all of the work required for both degrees** as determined by the faculty in the college or school in which the degree is offered. Consult with appropriate Dean's offices for specific information. Two diplomas are awarded in the case of double degrees.

Transfer Credit Policy for Current Students

Credit will be accepted from other accredited four-year or two-year colleges or universities to fulfill degree requirements at Millikin provided the residency rule of completing 33 credits out of the last 45 credits in the degree at Millikin is not violated. Credits only are accepted from accredited colleges or universities. Only courses receiving a grade of C- or higher will be accepted in transfer letter grades and points will not be included in the Millikin overall grade point average (GPA).

Credits completed with a grade of C- or above from a two-year community college will be accepted provided the student has not completed 66 credits or more towards their Millikin degree. Letter grades for courses accepted in transfer will not be calculated in the Millikin overall GPA. In some cases additional credits can be accepted from two-year community colleges based on special circumstances. Appeals to accept credit from two-year community colleges after the Millikin student has earned 66 credits should be made directly to the Registrar. The Registrar in consultation with the student's adviser or academic Dean will determine the need to exceed the 66-credit rule. The 66-credit rule applies to traditional undergraduate students in the regular day degree program.

Transfer credit for students enrolled in the Professional Adult Comprehensive Education (PACE) program will be evaluated and accepted from accredited four year or two year colleges or universities based on the student's professional background and degree program. In many cases Millikin will accept more than 66 credits from community colleges as long as the residency rule of 32 credits completed on campus is fulfilled. Again, courses with grades below C- will not be accepted. Letter grades and points will not be accepted or computed into the Millikin Overall GPA, only Millikin courses are computed into the GPA.

Aging Credit Rule

Millikin University will accept academic credit from accredited colleges and universities for University Studies/General Education courses without time limit.

For courses in the student's major program, however, academic credits will only be accepted if earned in the previous 10 years. Academic departments may specify other time limits for their programs or for specific courses within their programs. Students may appeal academic credit decisions to the appropriate Dean.

Transferring Credit from Affiliated Off-Campus Programs

Millikin University offers a number of off-campus study experiences through special programs approved by the University. Refer to the section of the catalog that lists these opportunities.

Transferring Correspondence or On-line Courses for Current Millikin Students

Two correspondence courses with a maximum of eight credits may be counted toward a Millikin undergraduate degree. Only one correspondence course may be used to satisfy University Studies requirements. Approval must be received prior to enrollment for correspondence courses. Contact the Registrar's Office for information regarding the procedure. In all cases grades below C- will not be accepted in transfer to Millikin. Letter grades and points do not transfer and are not calculated in the Millikin grade point average.

On-line courses through accredited universities or colleges can be accepted towards the completion of a Millikin degree. On-line courses taken at a Community College will not be accepted to Millikin if the student has earned 66 credits or more from any combination of credits either at Millikin or from previous transfer work. Credit hours will transfer; letter grades will be posted as Pass (P) provided the grade is not below a C-.

Additional Regulations

In addition to the University's academic requirements, students are required to abide by those regulations outlined in the Student Handbook. Students must meet current requirements for good standing and changes in special curricula set by outside agencies. Compliance with these regulations and satisfactory completion of all academic requirements are the responsibility of each student.

Grading System

A grading system provides a convenient way in which an assessment can be made of relative achievement. The faculty at Millikin has established the following letter grades:

Grade	Definition	Quality Points
A	Outstanding	4.0
A-		3.7
B+		3.3
B		3.0
B-	Good	2.7
C+		2.3
C		2.0
C-		1.7
D+	Passing	1.3
D		1.0
D-		0.7
F		0.0
XF	Failure due to Academic Dishonesty	0.0
Grade		
	Definition	
P	Pass (no quality points)	
W	Withdrawal (no penalty) awarded only during first ten (10) weeks of the semester	
I	Incomplete	
NG	No grade reported	

Incomplete Grades

The transcript may also carry the designation I (Incomplete). This designation is made only because of illness or other factors beyond the student's control as determined by the instructor. Incompletes must be removed within the first eight weeks of the next semester following receipt of the grade, otherwise it automatically becomes an F. Requests for an extension of this deadline because of illness or other reason beyond the student's control, must be approved by the instructor and the Dean of the appropriate school prior to the end of the eight-week period. The Instructor must notify the Registrar's Office of any extensions granted prior to the end of the 8th week.

Grade Point Average (GPA)

A student's grade point average (GPA) is computed by dividing the number of Points earned by total graded credits attempted. Credits and grades earned in an affiliate registration will be considered as credits earned and attempted at Millikin. The overall grade point average is determined by dividing total Points by total Attempted Credits for Millikin credit and grades only.

How to calculate Grade Point Average (GPA)

It is essential for students to understand how to calculate their semester and overall grade point average. Millikin, like most universities, grades on a four-point scale, which includes plus (+) and minus (-) grades as illustrated above.

A student's GPA is determined by taking the total number of points earned and dividing it by the number of credits attempted for a letter grade. Grades of "P" or "W" or "I" are not factored into the GPA.

Multiply the credit value of each course by the point value of the grade. For example, a three-credit course in which you earn a C (2.0) is worth 6 points. Next, total the points you have earned in all of your courses after multiplying their value by the value of the grade awarded. Divide the number of credits you have attempted, excluding courses with grades of "P", "W" or "I".

For example:

Fall Semester					
Course	Earned	Attempted	Grade	Points	
Math	4	4	B	(3.0 x 4)	12
Literature	3	3	C+	(2.3 x 3)	6.9
Biology	4	4	A	(4.0 x 4)	16
Sociology	3	3	C-	(1.7 x 3)	5.4
Music Appreciation	3	3	B-	(2.7 x 3)	8.1
Fitness	1	0	P	(0.0 x 3)	0.0
Total	18	17			48.4
Semester GPA				(48.4/17)	2.84
Spring Semester					
Course	Earned	Attempted	Grade	Points	
English	3	3	A	(4.0 x 3)	12
History	0	0	W		0.0
Chemistry	4	4	B+	(3.3 x 4)	13.2
Psychology	3	3	D	(1.0 x 3)	3
Communication	3	3	B	(3.0 x 3)	9
Total	13	13			37.2
Semester GPA				(37.2/13)	2.861
Overall GPA	(17 + 13 = 30)	(48.4+37.2 = 85.6)		(85.6/30)	2.853

To determine the overall or cumulative GPA the total credits attempted for both semesters are added together and divided by the total points from both semesters. Millikin does not round up to the nearest 10th but instead displays three places past the decimal. For example if a student has earned an overall GPA of 3.499 and graduation honors requires a 3.5 the student **would not** qualify for honors.

Repeated Courses

When a student repeats a course at Millikin, only the last grade received will be counted in determining the student's grade point average. A course may be repeated only once to improve a grade. The previous grade will appear on the student's transcript, but will not be averaged into the student's overall grade point average. A course repeated at an institution other than Millikin does not eliminate the previous grade from being computed in the student's grade point average. The repeated course will be recorded as a Pass (P) and will not affect the overall grade point average.

Repeating courses will affect academic progress. All repeated courses must be reported to the Registrar's Office prior to the end of the registration period. Failure to do so may jeopardize a student's ability to make acceptable progress towards her/his degree.

Academic Honors

Academic honors are awarded to students who have attempted 12 **graded** credits during a semester (excluding Summer and Immersion terms) with a grade point average as follows: High Dean's List – 4.00; Dean's List – 3.5 to 3.99. Students ending the semester with an incomplete may not be considered for the dean's list until the grade is made up. If a student has earned 12 credits but 3 credits are graded with a Pass they cannot be considered for Dean's list either since they would only have 9 graded credits determining the semester GPA. Pass grades are not calculated into the GPA.

Pass/Fail Option

A pass/fail option is made available particularly to allow high achieving students in one area to take courses in other areas without undue concern about a lower grade due to competition with majors in the other areas. Specifically, any course not required by the major can be taken on a Pass/Fail basis.

Full-time students at the junior and senior level with a grade point average of 3.0 or higher may take no more than one course in any term under a pass/fail option. Students wishing to complete a course under the pass/fail system must complete the appropriate request form, which can be obtained from the Registrar's Office. This option must be elected within six weeks of the beginning of classes.

Pass/Fail Courses

1. May include required University Studies courses.
2. May not be in the student's major field, except with the written permission of the Department Chair or major coordinator.
3. May not include core courses or Mathematics 120 and 220 for students majoring in Tabor School of Business, except with the written permission of the Dean of the School. Students majoring in the College of Fine Arts may not include core courses in the School of Music except with the written permission of the Dean of the School.
4. Are open only to full-time students with at least a 3.0 cumulative grade point average and junior (54 – 87 credits) or senior standing (88 credits or higher).
5. May include some courses in addition to the above limits. These courses (e.g., internships, experimental courses) in the judgment of the faculty member with concurrence of the Dean, may be most appropriately graded on a pass/fail basis for all students registered in that course.
6. The pass/fail option may not be appropriate for students who intend to pursue advanced degrees at graduate or medical schools, or who may transfer prior to the completion of their bachelor's degree. Students should consult their adviser before taking advantage of this option.

An instructor will report the normal letter grade for the student. Normally, the instructor will not be aware which students in the class, if any, have elected the pass/fail option. The Registrar's Office will convert a C- or better to a P grade for those students choosing this

option. The grade of P is not computed in the student's cumulative grade point average. A grade of D+, D, D-, or F received under this option will be recorded in the student's academic history as such and counted in the cumulative grade point average.

A student repeating a course may not do so under the pass/fail option.

Students considering taking courses under the pass/fail option are advised to discuss this option with their advisors. Students should be aware that some highly competitive graduate, medical, dental and law schools may not be willing to consider for admission those students with pass grades on their official transcripts.

Normal Progress Toward a Degree

A full-time student is making normal progress toward a degree as long as the student performs academically above the suspension schedule, or is not suspended because of excessive withdrawals and completes an average of 12 credits each semester of enrollment. Students receiving financial aid should refer to the Financial Aid section for additional information regarding class level progress.

Students are classified *at the end of each academic term* by the total number of credits passed. To be a sophomore, a student must have earned at least 24 credits; to be a junior, 54; and for senior standing, 88. *Full-time students must average 12 credits per semester to continue to qualify for financial assistance. Students receiving State Grant Monies (MAP) must enroll in no less than 15 credits each semester.*

Requirements for Good Academic Standing

Millikin University promotes excellence in every aspect of the University experience. To ensure academic excellence, the University has set minimum standards regarding grade point average. However, students are expected to achieve at the highest level of their ability in order to be successful in the completion of their degree.

A degree-seeking student at Millikin is in good academic standing and making satisfactory progress toward a degree, if the student maintains a 2.0 minimum overall grade point average and maintains a 2.0 GPA for all work attempted at Millikin. Some programs require higher overall grade point averages (See Business, Education, Nursing and Athletic Training).

Some University organizations place restrictions on their members who fail to meet requirements for good standing. Each organization is responsible for notifying its own members about its requirements. Requests for confidential information regarding the academic standing of members of University organizations must be made through the Office of Student Life and Academic Development.

Academic Probation

The first time any student fails to achieve a Millikin overall grade point average of 2.0, the student will be placed on probation for the following semester.

After one semester of probation, if the Millikin overall grade point average is not a 2.0, or the term grade point average is not a 2.25, the student may be suspended from school unless otherwise given permission by the Council on Student and Academic Standards to remain on probation for an additional semester. Students on Probation are contacted at the end of each grading period in the form of a letter from the Registrar.

Academic Dismissal (Suspension)

A student may be dismissed from the University, if his or her Millikin cumulative grade point average falls below the following suspension schedule:

<u>Required Millikin Semesters of Study</u>	<u>Minimum G.P.A.</u>
After two semesters	1.5
After four semesters	1.8
After six semesters	2.0

A student already on probation may be suspended if the Millikin cumulative grade point average is not improved to a 2.0, or if the term grade point average is not a 2.25.

Special permission can be given by the Council on Student and Academic Standards for the student to remain on probation for an additional semester.

A suspended student may present a written petition for reinstatement for a subsequent semester to the Council on Student and Academic Standards through the University Registrar. Students are responsible for explaining in the petition why their ability to meet academic requirements has improved. Petitioning the Council does not assure reinstatement. Exceptions to the semester suspension will be made only in extraordinary cases.

A student may also be suspended from attendance at the University for reasons other than academic failure as determined through the University judicial process.

Suspension for Excessive Withdrawals

Each semester, a full-time, degree-seeking student at Millikin is expected to complete a minimum of 12 credits with a grade other than a withdrawal (W). Failure to do so results in the loss of full-time status, which may in turn lead to losing financial aid and becoming ineligible to participate in certain University activities.

Students may have legitimate reasons for withdrawing from a course, but generally students should complete those courses for which they register. Students who withdraw from courses excessively may be given academic warning or may be suspended from further study at the University. The Council on Students and Academic Standards will act on the recommendation of the student's academic Dean and the approval of the V.P. for Academic Affairs.

Official Withdrawals

Students withdrawing from a course during the first 10 weeks of a semester receive a grade of W for the course or courses being dropped. Withdrawal from a class after the 10th week of the semester will in most cases result in a grade of F.

Occasionally students may be involved in circumstances beyond their control (e.g., prolonged illness) that prevent them from completing the necessary withdrawal procedures. In such cases, a student may be withdrawn administratively through a procedure that begins with the University Registrar. Final approval for special withdrawals rests with the Dean of Students.

Re-Admission to Millikin

Students who have voluntarily withdrawn or who have been suspended from Millikin and wish to return to the University must apply for re-admission through the Office of the Registrar.

Applications are available upon request. Students must have a completed application on file and be approved for re-admission no later than **three weeks** prior to the start of the term for which they are requesting admission.

A personal statement on why the student wishes to return to Millikin must accompany all applications. Students who are applying after being academically suspended need to outline the reasons they believe the grades earned were not indicative of their academic ability and how they plan to improve their academic record should they be re-admitted to Millikin.

All applications for re-admissions must meet the following criteria for approval:

1. The Director of the Student Service Center must approve all students applying for re-admission. All outstanding balances must be paid before re-admission can be considered.
2. If a student has completed additional academic work after leaving Millikin, an official transcript must be received by the Registrar's Office prior to any action being taken on the student's re-admission application.
3. Suspended Students seeking re-admission will have their credentials reviewed for re-admission by the Council on Students and Academic Standards Admission Committee.
4. Students who were eligible for financial aid before leaving Millikin must meet progress requirements as stated in the bulletin under the Financial Aid section regarding progress required for continued eligibility. The Office of Student Services will review all re-admission applications for eligibility. There is no guarantee that aid received by the student previous to leaving Millikin will be at the same level or distribution between gift assistance, loans or work-study.

Academic Amnesty

Millikin University will allow qualifying students to remove coursework from the calculation of their grade point averages (GPA) under the following conditions.

The student:

1. Is an undergraduate degree-seeking student who has not been enrolled at Millikin for **at least 5 years**.
2. Has completed no less than **24 graded credits** at Millikin.
3. Has not already earned a Bachelor's Degree from another institution.
4. Has not been granted any prior academic amnesty.
5. Was in good standing or on Academic Probation during their last semester of attendance. Students who were suspended for academic reasons during their last semester of attendance must be granted re-admission to the University by an Admission Committee made up of representatives to Council on Students and Academic Standards, the Director of Academic Development and the Registrar to qualify for Academic Amnesty.
6. Has cleared all debts with relation to tuition and other related fees prior to being considered for Academic Amnesty.
7. Has submitted a formal Academic Amnesty petition as well as an application for re-admission to the Office of the Registrar, Millikin University.

Students, who are granted Academic Amnesty, will:

1. Not have any courses or grades removed from their Millikin record, but will have all grades of D+, D, D-, F or WF excluded from the Institutional or Cumulative Grade Point Average.
2. Will be required to meet all graduation requirements for the Academic Year they are granted re-admission and amnesty.
3. Will need to repeat any course required for the degree program they wish to pursue, if that course's previous grade was removed from the GPA calculation.
4. Will need to adhere to academic progress rules with relation to Financial Aid eligibility.

Academic Amnesty will be granted only once. Students who receive Academic Amnesty cannot be considered for Graduation Honors or academic awards based on GPA. Students can qualify for the dean's list or other awards not based on overall GPA.

Students must complete a formal petition and return it to the Office of the Registrar to be considered for eligibility for Academic Amnesty. The petition must be received no later than 6 weeks prior to the start of the academic term for which the student is submitting their request. Eligibility will be granted if the student meets all of the criteria above. A letter of re-admission and the granting of Academic Amnesty will be mailed to the student as soon as all documents have been reviewed.

Academic Integrity Standards

Academic Freedom

Millikin University requires that academic freedom be exercised in harmony with the specific character and objectives of the University, which are those of an institution of higher learning. In consequence, it expects the members of the faculty to be supportive of the Mission and Vision Statement of the University.

Institutions of higher education are conducted for the common good. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and scholarly/artistic activities. Academic freedom in scholarly/artistic activities is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental to protecting the rights of the faculty member in teaching and the student in learning. The common good to the individual faculty member and the University depends upon the search for truth and its free exposition. (Policies and Procedures: Faculty, 2006, section 1.2.1).

The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty to guide the actions of all its members. Any violation of this threatens the unrestricted and honest exchange of knowledge. It is the responsibility of every person in the academic community (students, faculty, and administrators) to see that dishonesty is not tolerated. This responsibility may also include reporting known or suspected violations to the appropriate authority (Policies and Procedures: Faculty, 2006, section 6.9).

Academic Evaluation

Students are responsible for maintaining all standards of academic performance established by their professors, but they will have the right to be heard through orderly procedures against prejudiced or capricious academic evaluation. Students who believe that they have received an unfair grade or final evaluation should first confer with the instructor to resolve the disagreement. If a justifiable question remains in the student's mind, he/she may next confer with the chair/director of the faculty member's department who may investigate the matter, mediate between the student and instructor, or take any other reasonable action the chair/director believes may solve the disagreement. If there is still no resolution after meeting with the chair/director, the student may present the case to the dean of the school in which the course was offered. The Dean may consult with the departmental chair/director and the faculty member. The Dean will decide whether or not to begin a University investigation of the faculty member's grading practices. The faculty member reserves final judgment on all matters pertaining to student grades unless the administration is proceeding against the faculty member pursuant to Dismissal for Cause as written in the Faculty Policy and Procedures handbook. There shall be no further appeals beyond the Dean. If a faculty member has left the University and is unavailable or unwilling to respond to requests for grade changes, the chair/director or Dean, if necessary, shall have the power to change a grade.

Academic Integrity -Student Rights and Responsibilities

Academic institutions exist for the pursuit of truth and for development of students. As members of the academic community, students will be encouraged to develop a capacity for critical judgment and to engage in a sustained and independent search for truth. Free inquiry, free expression and responsible use thereof are essential to any community of scholars.

Each member of the academic community has both rights and responsibilities that derive from the agreed standards of the community. By virtue of the student's basic purpose in joining the academic community, the primary right and responsibility of the student is to cherish and exercise the freedom to learn. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. The responsibility to secure and respect general conditions conducive to freedom to learn is shared by all members of the academic community.

The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity are defined as follows:

Offenses involving academic integrity.

- a. **Cheating** on quizzes or examinations occurs when any student is found using or attempting to use any book, paper, or other article, or assistance from fellow students, or any other unfair or unlawful means, such use being intended to deceive the person in charge of the quiz or examination with reference to his or her work. No student may substitute for another student in any quiz or examination. No books, notes, papers or related articles shall be brought into or used at any quiz or examination unless specifically authorized by the person in charge. All such books, papers, or other authorized articles are subject to inspection, and no other use shall be made of books or papers than that authorized. The possession at any quiz or examination of any articles the use of which is prohibited will be regarded as evidence of guilt. Conversation or other communication between students in examinations and quizzes is forbidden.
- b. **Collusion** occurs when students willfully give or receive unauthorized or unacknowledged assistance. Both parties to the collusion are considered responsible.
- c. **Electronic dishonesty** is the unacknowledged or unauthorized appropriation of another's program, or the results of that program, in whole or in part, for a computer or electronic-related exercise or assignment.
- d. **Grade falsification** is any attempt to falsify an assigned grade in an examination, quiz, report, program, grade book, or any other record or document.
- e. **Plagiarism** is the unacknowledged appropriation of another's work or programs. Specifically, (1) students who use the exact words of another must enclose those words in quotation marks or show, through indentation or typestyle, that the material is quoted and indicate the source, either within the text of their work or in a footnote; (2) students who take ideas from another person or written work, but who either paraphrase those ideas in their own words or else make a few mechanical alterations (rearrange sentences, find synonyms, alter prepositions, punctuation, conjunctions, and the like) must also indicate the source, either within the text of their work or in a series of footnotes clearly indicating the extent of the material paraphrased; and (3) students may not turn in as their own work

any materials written for them by another person or any commercially prepared materials, such as computer programs and term papers, purchased on or off campus.

f. **Other forms of academic dishonesty**, including (1) data falsification, fabrication of data or deceitful alteration of collected data as part of any academic assignment submitted as one's work for academic consideration; and (2) unauthorized copying of or collaborating on homework assignments and turning in as one's own work any part of another person's written exercise or computer program. Students who receive help from others on a project should acknowledge that help and specify the extent of it in the written report of that project.

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses. They will make the determination as to whether the student violated the Academic Integrity Policy. Should the faculty member determine that the violation was intentional and egregious, he or she will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

This letter will be destroyed when the student graduates from the University unless a second breach of integrity occurs, or unless the first instance is of sufficient magnitude to result in failure of the course, with an attendant XF grade recorded in the transcript. If an XF is assigned for the course, the faculty letter of explanation becomes a permanent part of the student's record. If a second violation occurs subsequent to the first breach of integrity, the Dean of Student Development will begin disciplinary and judicial processes of the University, as outlined in the Student Handbook.

If a student receives an XF for a course due to academic dishonesty, this remains as a permanent grade and cannot be removed from the transcript. However, students may repeat the course for credit toward graduation. Some programs and majors have more explicit ethical standards, which supersedes this Policy, and violation of which may result in dismissal from some programs or majors within the University.

Student Academic Grievances

A student who believes that he/she has received an unfair final grade or final evaluation should first confer with the instructor to resolve the disagreement. If justifiable question remains in the student's mind, he/she may next confer with the Chair or Director of the faculty member's department who may investigate the matter, mediate between the student and instructor, or take any other reasonable action the Chair or Director believes may solve the disagreement. If there is still no resolution, the student may present the case to the Dean of the school in which the course was offered. The Dean may consult with the departmental Chair or Director and the faculty member. The Dean will decide whether or not to begin a university investigation of the faculty member's grading practices. The faculty member reserves final judgment on all matters pertaining to student grades unless the administration is proceeding against that faculty member pursuant to Dismissal for Cause (Section 2.4.7) or Action Short of Dismissal (Section 2.4.8). There shall be no further appeals beyond the Dean. If a faculty member has left the University and is unavailable or unwilling to respond to requests for grade changes, the Chair, Director or Dean, if necessary, shall have the power to change a grade.

Attendance

As responsible persons, Millikin students are expected to attend all regularly scheduled classes and laboratories. However, students are responsible for material covered in class, whether or not they are present.

Absences due to illness of the student, serious illness or death in the immediate family, or religious holidays, or extenuating circumstances generally carry no penalty. Students are expected to notify their instructors in advance about anticipated absences and to make appropriate arrangements to make up work. In case of illness, students are expected to report to the University Health Service.

Students participating in athletics, with performing groups, or otherwise representing the University will sometimes have events scheduled in conflict with their classes. Students should notify their instructors well in advance of these dates. Individual faculty may have different policies about attendance and makeup privileges for students absent on University business, and students should determine this in advance of their anticipated absences.

At the beginning of each semester, faculty should inform students about their policies on attendance, makeup privileges, and acceptance of assignments after established deadlines. This written policy is usually contained in the course syllabus distributed on the first day of classes. It is the student's responsibility to understand and abide by these policies.

Faculty will take note of excessive absences and report them to the Office of Student Life and Academic Development and the Office of the Registrar.

Registration/Validation/Advising

Early Registration

For Traditional Students in the Day Program:

Traditional undergraduate students are required to meet with their advisor and work out a plan of study for the coming term during "Early Registration". The Office of the Registrar announces dates and times for advising and registration. On-line registration is available to current undergraduates during early registration or drop/add periods. Students register by class or honors groups during specific announced times and dates with seniors, and other special designated groups first and then the juniors, sophomores and freshman classes following. An open registration or drop/add period is available after the last day for freshman on-line registration, until the last day of the semester.

Freshmen initially register for their first semester after attending an Orientation and Registration program in June. New transfer students are manually registered for their first semester at Millikin by the Registrar's Office after meeting with an advisor.

Early registration for the summer term and fall semester occurs in the preceding spring semester. Early registration for the January term and spring semester is held during the preceding fall semester. Each individual department handles advising days and times.

An open on-line drop/add period occurs starting about 2 weeks prior to the start of the semester through the first 10 days of the semester.

Graduate students are registered by the Registrar's Office. On-line registration is not available for the Master's degree programs.

Validation

All returning undergraduates (PACE and Traditional) and Graduate students must validate their registration prior to the first day of class for the fall or spring semester. Validation is set-up via MU Online at <https://muonline.millikin.edu>. Students who do not validate may have their schedule administratively withdrawn. Current students who do not validate and do not withdraw officially from the University prior to the start of classes may be liable to pay all tuition and fees owed for that term.

Advising Mission Statement

Whereas a Millikin education is the preparation for professional success, democratic citizenship, and a personal life of meaning and value, advising is central to delivering the education mission of Millikin University. Advising is both

- A collaborative system shared by students, faculty administration and staff attuned to departmental needs for professional development and
- An ongoing process of exploration, discovery, reflection and growth.

As such, advising adds to a Millikin education by facilitating and integrating reasoned choices that promote the student's personal professional growth within multiple global communities.

Academic Advising and Counseling

Each Millikin student is assigned to a faculty adviser for assistance in developing a Plan of Study, and for continued advice and counsel throughout the student's years at Millikin. The student and adviser will work collaboratively to develop the student's Plan of Study, which will be reviewed and revised throughout the student's undergraduate years. This advising is an integral and continuous part of the educational process.

In general, the appropriate Dean on the basis of the student's major field of interest assigns advisers. New students participate in special advising sessions at an orientation and registration program prior to enrollment. Students confer with their advisers prior to registration and changes in registration can be made with the adviser's consent. Grades are available on-line to the student via a personal secure account on MU Online. Each faculty member maintains regular hours for student conferences, but the student may also request appointments in addition to those arranged by the adviser.

Additional assistance is provided for any student who receives a deficiency notification during a semester or who falls below a 2.0 grade point average at the end of each term. This is a supplementary program, which may be both individual and group oriented. Assistance may be given through the student's adviser and the Office of Student Life and Academic Development and as well as by individual faculty members.

The adviser-student relationship is important. Mutual confidence, respect and understanding between the adviser and student are necessary to achieve the best results.

It is important to note...

Students are ultimately responsible for knowing University, College/School and Departmental Graduation requirements for their degree(s).

“The advisor should help the student interpret departmental, college and university requirements as described in the catalog. It is the responsibility of the student to seek out the advisor in a timely fashion, provide information on personal and academic issues relevant to the student-advisor interaction and to be familiar with appropriate sections of the University catalog “ Policies and Procedures for Faculty.

Advisors have access to degree evaluations for students assigned to them via MU online.

Student Records Policy

College students' rights of privacy and access regarding their education records are articulated in the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA accords students certain rights with respect to their education records. They are:

- The right to inspect and review their records
- The right to request the amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of privacy or other rights
- The right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U.S. Department Education concerning alleged failures by the University to comply with the requirements of FERPA.
- Complaints may be addressed to: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington DC.

General Policy

The University reserves the right to impose penalties, to deny entry or re-entry, and to exclude those whose behavior falls short of satisfactory levels of social, moral or academic standards. In unusual and extraordinary circumstances where the emotional or physical welfare of a student or of the University community is in jeopardy, it may become necessary to suspend or dismiss that student, regardless of time of year or the student's class standing. Under such circumstances the University will seek appropriate professional advice before taking action.

Placement Testing – Summary**Advanced Placement**

In general, we do not recommend that students take the ENG LANG/COMP test since all new freshmen at Millikin are required to take a Freshman Seminar and Critical Writing, Reading and Research Courses and that test will not waive the (CWRR I) requirement. A passing score will be awarded as an English Elective for 3 credits.

Millikin requires students to take a lab-science course, a quantitative reasoning course, a literature course (selected majors), a fine arts course, a U.S. Studies course, and to select one “track” to follow in a second language, semiotic systems or cultures and societies as part of their graduation requirements. Some students automatically fulfill these requirements based on their chosen majors. Several of the AP tests fulfill these requirements. Some examples of credit, given scores of 3, 4 or 5:

TEST	MU COUNTS	CREDITS	GRADES
Lab-Science:			
Biology	BI102 – Topics in Biology	4	PASS
Chemistry	CH111 – Chemistry Elective Credit	4	PASS
Physics B	PY111 – Physics Elective Credit	4	PASS
Physics C	PY111 – Physics Elective Credit	4	PASS
Env. Science	BI130 – Environmental Biology	4	PASS
TEST MU COUNTS CREDITS GRADES			
Quantitative Reasoning:			
Statistics	MA120 – Elem Probability & Statistics	3	PASS
Calculus AB	MA140 – Calculus I	4	PASS
Calculus BC	MA140 – Calculus I	4	PASS
(courses may count toward semiotic systems track, depending on major)			
Computer Science:			
Comp Sci A	CS130 – Computer Science I	4	PASS
(may count toward semiotic systems track, depending on major)			
Economics:			
Econ-Mac	EC100 – Principles of Macroeconomics	3	PASS
Econ-Micro	EC110 – Principles of Microeconomics	3	PASS
English:			
Eng Lit/Comp	EN120 – Approaches to Literature	3	PASS
(satisfies literature requirement for A&S degrees requiring it)			
Eng Lang/Comp	EN111 – English Elective Credit	3	PASS
Political Science:			
Govt. & Pol. US	PO100 - American Politics for Non-Majors	3	PASS
Govt. & Pol. Comp	No credit	0	No grade
History:			
European Hist.	HI201 – Rise of Modern Europe	3	PASS
U.S. History	HI203 – U.S. History to 1865	3	PASS
(satisfies U.S. Studies requirement)			
World History	HI00 – Intro to Modern World	3	PASS
(can count as historical studies course)			
Psychology:			
Psychology	PS130 – Intro to Psychology	3	PASS
(will count toward major, or as a free elective)			
Modern Languages:			
Spanish Lang	SP103 – Beginning Spanish I	4	PASS
French Lang	FR103 – Beginning French I	4	PASS
(may count toward language track or B.A. requirements)			
Music:			
Music Theory	MT 111 – Music Theory I	4	PASS
Note: Score must be 4 or 5 in order for credit to be awarded.			
Art:			
Art History	AR 111 – Art Elective Credit	3	PASS
Art General	AR 111 – Art Elective Credit	3	PASS
Art Drawing	AR 111 – Art Elective Credit	3	PASS
Art 2-D Design	AR 111 – Art Elective Credit	3	PASS
(will fulfill the fine arts requirement)			

CLEP

Students must be out of High School for at least three years to qualify for CLEP credit. The following applies to credit for CLEP exams:

The University grants credit for the College Level Examination Program (General Examinations) on the basis of a minimum score provided the student has not attended secondary school in the past three years. Six semester credits may be awarded for each test (except where indicated on the chart). In general, credit will be awarded in English and in areas outside the area of major interest of the student. Credits may be applied to elective University Studies requirements. Students are allowed to earn up to 30 credits by successfully completing CLEP exams. Students cannot receive credit for a CLEP exam if they have already attempted the equivalent course. CLEP exams can only be attempted once and cannot be repeated.

CLEP credit does not apply towards requirements in the Major.

Subject	Millikin Course ID	Required Score	Credit Awarded
American Literature	EN 231/232	50	6
Analyzing and Interpreting Literature	English Lit Elective	50	3
English Composition with Essay	IN 150/151	50	3-6
English Literature	EN 321/322	50	6
Humanities	Literature Elective	50	3
Humanities	Fine Arts	50	3
French Language Level 1	FR 103	50	4
French Language Level 2	FR 114	62	4
Spanish Language Level 1	SP 103	50	4
Spanish Language Level 2	SP 114	66	4
American Government	PO 100	50	3
History of the US I: Early Colonization to 1877	HI 203	50	3
History of the US II: 1865 to Present	HI 204	50	3
Macroeconomics	EC 100	50	3
Microeconomics	EC 110	50	3
Introduction to Psychology	PS 130	50	3
Social Sciences and History	Social Science Electives	50	6
Introduction to Sociology	SO 100	50	3
Western Civilization I: Ancient Near East to 1648	HI 101	50	3
Western Civilization II: 1648 to Present	HI 100	50	3
Biology	BI 102	50	4
Calculus	MA 140	50	4
Chemistry	Physical Science Elective	50	4
College Algebra	MA 114	50	4
College Mathematics	Quantitative Reasoning	50	3
Natural Sciences	Physical/Biological Sciences	50	6

DANTES (DSST)

Millikin gives credit for DANTES Subject Standardized Tests. Credit is based on the subject area and can satisfy either General University Wide course requirements or in some cases courses required by a specific major. Official test scores must be sent to the Office of the Registrar for evaluation. Only students who have been out of High School of 3 years can apply this credit towards a Millikin degree. No credit can be given for courses in the Major. Only scores of 50 points or higher will receive credit.

International Baccalaureate Policy

Millikin University recognizes the International Baccalaureate program and awards six to eight semester credits for each higher level examination score of 5, 6, or 7. Credit will be awarded in general areas depending upon the subject completed by the student. No credit will be awarded for subsidiary exam results. The University Registrar will make final decisions regarding acceptance of International Baccalaureate credit. Exemptions from specific courses will be granted subject to departmental recommendation.

If you have any additional questions or would like to discuss the possibilities in more detail, please contact our Registrar's Office (1-800-373-7733 ext #9) and speak directly with either Walt Wessel, Registrar or e-mail at wwessel@millikin.edu or Karen Klein, Assistant Registrar or e-mail at kklein@millikin.edu.

College of Arts & Sciences

Dean Jeffrey A. Hughes • (217) 424-6205

Philosophy of the College of Arts & Sciences

The College of Arts and Sciences seeks to cultivate in its students the broadest possible perception of humans in relation to their cultural heritage and their position in society and the universe. It strives to motivate students to develop reasoning ability, aesthetic awareness and discriminating judgment, together with a sense of purpose and a zeal for continued learning. It strives further to prepare students for responsible participation in society.

Objectives of the College of Arts & Sciences

1. To instruct in the humanities, natural sciences and social sciences so that the student comes to realize the human significance, integration and inter-relationship of these disciplines.
2. To enable the student to express ideas clearly and concisely through a command of written and oral communication skills.
3. To recognize and encourage individuality and creativity through programs of independent study, career preparation, work experiences and original projects.
4. To enable the student to use the literature of a chosen discipline or area.
5. To prepare the qualified student (a) for graduate and professional schools and/or (b) in knowledge and career-oriented skills, which require training in departments of the College.
6. To provide an academic atmosphere in which normative values can be confronted intellectually by the students.
7. To promote academic freedom including the right to express the truth as one sees it and the freedom to ask relevant questions. This freedom carries with it the responsibilities of separating fact from opinion or speculation and respecting the viewpoints of others.
8. To encourage in the student the development of awareness, compassion, tolerance and understanding of the values and worth of others.

Academic Organizations and Majors

The College of Arts and Sciences is composed of three divisions and 11 academic departments. The College offers a variety of majors leading to the Bachelor of Arts (B.A.) degree or the Bachelor of Science (B.S.) degree. Additional degree programs are outlined in the Honors Programs section of this Bulletin and several Pre-Professional and Interdisciplinary programs are noted in the section on Special Academic Programs.

The divisions of the College, respective majors and degrees available are:

Humanities

Dr. Michael George, Chair
*English - Education, B.A.**
English - Literature, B.A.
English - Writing, B.A.
*History, B.A.***
Philosophy, B.A.
Spanish, B.A.

Social Sciences

Dr. Rene Verry, Chair
Communication, B.A.
Human Services, B.A.
Political Science, B.A.
Psychology, B.S.
*Social Sciences, Secondary Teaching B.A.***
Sociology, B.A., B.S.

Natural Science and Mathematics

Dr. Ed Acheson, Chair
*Biology, B.A., B.S.**
*Chemistry, B.A., B.S.**
*Applied Mathematics, B.A., B.S.**
Mathematics with Secondary Teaching Certification, B.A., B.S.
Physics, B.A., B.S.

Interdisciplinary

Interdepartmental, B.A., B.S.
International and Global Studies, B.A.

* Teacher certification available.

** Teacher certification available in social sciences, with a major in history.

Exploratory Studies

The Exploratory Studies program is designed for students who are not ready to declare an academic major. Exploratory Studies is a temporary program that provides the benefits of a declared major, including faculty advising, access to introductory major courses, and the opportunity to gain broad exposure to academic disciplines across the University. Most Exploratory Studies students will declare a major during their first year. However, all students must declare a major prior to completing 60 credits.

During their first full semester in the program, all Exploratory Studies students will complete a one credit, pass/fail practicum supervised by the Office of Academic Development in consultation with the Career & Experiential Education Center and the Dean of Arts & Sciences. This practicum experience will include assessment of interest and abilities, exploration of career options, education relating to professional success, and interaction with faculty across the disciplines.

Degree Requirements

Academic Minors

Students may complete an academic minor in addition to a major. The minor consists of a minimum of 21 credits in the minor program. A minimum of 9 credits must be earned in courses numbered 300 or above in the minor program. Students wishing to complete a minor should consult the chair of the department in which they wish to minor. In addition to the minors available within the College, minors in the areas of business administration, finance and information technology, dance, economics, music and theatre are available to students majoring in the College of Arts and Sciences.

Graduation Requirements**College of Arts and Sciences**

Students in the College of Arts and Sciences are responsible for meeting all University-wide requirements and the requirements for a major within the College or one of the special baccalaureate programs. In addition, Arts and Sciences students must complete at least 39 credits in courses numbered 300 or above.

College of Arts and Sciences Distribution Requirement. In addition to completing courses described under the University Studies program, students with a major sponsored by a department in the College of Arts and Sciences must complete one course in Historical Studies and one course in Literature according to the following directions:

- a. Historical Studies. Any one course offered by the history department (prefix: HI), an approved course in philosophy (PH200, 201, 202, 203, 204, 300, 301, 302, 303, 304, 310), an approved course offered within the University Studies curriculum (designated sections of IN250, 251, 350, or from within the ICS distribution requirement), or another course approved by the College.
- b. Literature. Any one course in literature from among EN120, 220, 222, 231, 232, 233, 234, 241, 242, 250, 321, 322, 325, 331, 340, 350, 360, 366, 420; SP321, 323, 324, 481, 482; an approved course offered within the University Studies curriculum (designated sections of IN250, 251, 350, or from within the ICS distribution requirement), or another course approved by the College.

A current list of approved CAS liberal arts distribution requirement courses will be maintained in the office of the College of Arts and Sciences.

Either the **Bachelor of Arts (B.A.)** or the **Bachelor of Science (B.S.) degree** is offered for each major program in the College as indicated above. Some majors allow the student to choose which degree they prefer.

The Bachelor of Arts (B.A.) degree requires successful study of a modern language. High school transcripts of all incoming students are examined and the modern language faculty makes a recommendation concerning placement. Students may not enroll in a course numbered above or below the language placement recommendation without written permission of the placement officer of the Modern Languages Department. However, any student may start the study of a new language at the beginning level. Students needing the complete three-semester sequence are strongly urged to begin the study of their chosen language no later than fall semester of their sophomore year. The requirement for the B.A. degree (0-12 credits) is a matter of proficiency equivalent to three college semesters of a single modern language. Students may demonstrate required proficiency by successful completion of a modern language course numbered 223 or above, or by passing a proficiency exam administered by the Department of Modern Languages. Note: Placement at the 300 level does not meet the requirement. The student must either complete the course(s) or take the proficiency exam. Any student for whom English is not a native language must successfully pass Interdisciplinary 151 to demonstrate proficiency, or have successfully completed a second semester English Composition course with a research paper emphasis at another university or college. In addition, a proficiency examination in the student's native language will be given by the Department of Modern Languages and must be passed successfully. Approval to satisfy these requirements in this manner must be given, in advance, by the Chair of the Modern Languages Department and the Dean of the College. Bachelor of Arts degree students particularly those planning to go to graduate school or planning to work in industry, business or government, may want to choose science or mathematics courses as electives.

The Bachelor of Science (B.S.) degree has a science distribution requirement. All students are required to complete 4 credits in science for University Studies. Candidates for the B.S. degree in the College of Arts and Sciences are required to complete a minimum of 10 additional credits, including at least one laboratory science course, from no more than two departments (outside of the major department) in biology, chemistry, mathematical and computer sciences, or physics, in addition to the University Studies requirements. A mathematics or computer science major is required to take at least four natural science courses for the B.S. degree. Credits earned in Mathematics 100 and 106 count toward graduation, but do not count toward the Science Distribution Requirement. Bachelor of Science degree students, particularly those planning to go to graduate school or better prepare themselves for international awareness, may want to choose modern language courses as electives.

Behavioral Sciences

James St. James (Chair)

Behavioral Sciences Department Faculty

Full-Time: Linda Collinsworth, Mary Garrison, James St. James, Larry Troy, D. Rene Verry, Kay White

Adjunct: Mark Bridge, Dennis Crowley, Pixie Fennessey, Amanda Pippitt

The Department of Behavioral Sciences has majors in Human Services, Psychology and Sociology.

Human Services

Department Chair: James St. James

Full-Time: Mary Garrison, Kay White

Major in Human Services

This program leads to a Bachelor of Arts degree, and is designed for the student who intends to pursue a career in the Human Services professions. It will provide a strong background for those students who wish to enter the human services field immediately after graduation at the bachelor's level. It will also provide an excellent preparation for those students seeking a master's degree in social work. Students will obtain practical application experience in the required Capstone Internship course.

The Following Courses are required

Sociology 100, Introduction to Sociology
Psychology 130, Introduction to Psychology

Statistics and Research

Psychology or Sociology 201, Statistical Methods in Behavioral Science,
Sociology 221, Methods of Social Research, or Psychology 202, Experimental Psychology

Psychology

Psychology 310, Principles of Psychopathology

Sociology

Sociology 224, Poverty and Welfare
Sociology 351, The Family

Human Services

Sociology 314, Social Work Theory and Practice
Sociology 315, Human Behavior and the Social Environment
Sociology 317, Practice with Diverse Populations
Sociology 325, Social Work Ethics
Sociology 370, Intervention with Individuals
Sociology 371, Intervention with Families and Groups
Sociology 460, Capstone Internship

Electives - only one is required

Sociology 200, Introduction to the Helping Professions
Psychology 204 or Sociology 204, Social Psychology
Sociology 310, Racial and Ethnic Group Relations
Sociology 311, Juvenile Delinquency
Sociology 316, Social Issues in Health Care
Sociology 318, Social Gerontology
Sociology 319, Introduction to Child Welfare
Sociology 321, Community Mental Health
Sociology 330, Sociology of Gender
Sociology 361, Criminology
Sociology 480, Advanced Internship

Human Services Courses (SO) (Credits)

200 Introduction to the Helping Professions (3)

This course will offer a comprehensive look into various helping professions that will allow students the opportunity to explore professions and gain perspectives as they investigate career opportunities within the helping field. Exploration of topics including career paths, job/career testing, salaries, supervision, credentialing, values and ethics, and demographic information of various professions as well as confidentiality and documentation will take place. Helping professionals from various training backgrounds currently in practice will be included in classroom presentations. Pre-requisite: SO100 or PS130, sophomore standing.

314 Social Work Theory and Practice (3)

This course provides a detailed study of social work as a profession, including a review of values, ethics and theoretical perspectives supporting intervention strategies and methods of the field. An introduction to the fields of specialty in social work will be provided. Content will also be provided that focus on the interpersonal, analytical and problem-solving skills, which are required in professional social work. Pre-requisites: SO100 or PS130.

315 Human Behavior and the Social Environment (3)

This course introduces social systems theories, psychological theories and developmental theories to examine why people behave as they do and to apply this knowledge to generalist Human Services practice across the life span. Integration of major concepts from the social and behavioral sciences will be taught. The impact of culture and environmental conditions on individuals, families, small groups and communities, is examined. Pre-requisites: human service major, sophomore standing, and SO100, or PS130, or instructor consent.

316 Social Issues in Healthcare (3)

The purpose of this course is to introduce the changing role in health care in our country. The identification of key issues involving interdisciplinary collaboration and the development of strategic interventions with other health care professionals and teams is explored. Roles in social work, discharge planning, case management, home care, hospice care, and the historic and current policies that affect health care will be studied. An overview of health care payment systems will be covered. Offered as an Immersion Course. Pre-requisite: SO100 or PS130 or consent of the instructor.

317 Practice with Diverse Populations (3)

This course is designed to expand students' awareness of both the cognitive knowledge and skills necessary to effectively interact with and/or serve culturally diverse populations. Application of clinical principles including engagement, assessment and interventions will be a particular emphasis as well as a focus on privilege, power, oppression, and discrimination. Pre-requisite: SO314, human service major or consent of instructor.

318 Social Gerontology (3)

This course provides an introduction to the field of Social Gerontology and the services available to meet the needs of the geriatric population. The processes and realities of aging in contemporary American society will be examined. Some topics will include health care, social roles, community life, personal aging, death and dying and the community/social program that support the aging population. Community professionals who provide services to seniors will be included in classroom presentation and site visits to senior programs will be completed. Offered as an Immersion Course. Pre-requisite: SO100 or PS130 or consent of the instructor.

319 Introduction to Child Welfare (3)

This course provides an introduction to Child Welfare in the United States and examines current child welfare policies and practices. The course explores the rights of children, the rights and responsibilities of parents and society and their points of conflict. It provides relevant content for students considering careers in child welfare, schools, juvenile justice and family. Offered as an Immersion course. Pre-requisites: SO100, PS130, or consent of the instructor.

321 Community Mental Health (3)

This course provides an in depth look into community mental health with a focus on mental health policy, programs, services, funding, organizational structure, and populations served. Students will gain first hand knowledge and experience within the community mental health field by participating in site visits as well as shadowing opportunities at local mental health agencies. Professionals from the mental health field will be included in classroom presentations. Pre-requisite: Junior standing, SO315.

325 Social Work Ethics (3)

This course is designed to develop and expand students' understanding and awareness of social work ethics. Specific attention will be given to the ethical responsibilities practitioners have to clients, colleagues, practice settings, the social work profession, and broader society. Students will learn to identify and manage ethical issues and dilemmas in social work practice and gain an appreciation and understanding of the values and ethics within the social work profession. Students will acquire knowledge about professional, legal and ethical standards of practice and their role in competent, ethical social work practice, increase self-awareness and develop an awareness of how personal values and professional behaviors interact, increase ability to recognize ethical issues and to apply ethical decision-making models. Students will utilize critical thinking skills to recognize and accept the impact of diversity and social justice in understanding and addressing ethical dilemmas. Pre-requisite: SO370, human service major or consent of instructor.

370 Methods of Intervention: Individuals (3)

This course provides an introduction to generalist practice. Students begin to learn the counseling skill and methods required for practice with individuals. Interview skill for assessment, planning intervention, evaluation, termination and follow-up phases of the problem-solving model and process are taught. This course will emphasize concepts for understanding, measuring, and evaluating competence. Pre-requisites: human service major, SO314, art therapy major.

371 Methods of Intervention: Family/Groups (3)

This course provides content on generalist practice with a focus on families, small groups, and individuals in a group context. Counseling skills of assessment, planning, intervention, evaluation, termination and follow-up phases of the problem-solving model and process are taught. Pre-requisite: human service major, SO370, art therapy major.

460 Capstone Internship (4-7)

Students are placed as an intern in selected community, state, social service, or welfare agencies based on the students interest and agency acceptance. These placements, which are supervised by a faculty member, are considered pre-professional experiences, and the expectation is that students will be using the knowledge, skills, and values, learned while pursuing their major. Through class participation on campus once weekly, journals and paper assignments, students will reflect on their experiences and integrate their knowledge with their practical experience. Pre-requisite: second semester junior or senior class standing, with approval of human service faculty, SO314, 315, 370.

480 Advanced Internship (1-6)

This course provides an opportunity for students who have already completed SO460, Capstone Internship, to take an additional internship experience. Pre-requisite: SO460 and consent of human service faculty.

ADDITIONAL OPPORTUNITIES FOR MAJORS**Independent Study (1-3)**

For students having specific needs or desiring additional growth and learning not covered in any of the regular courses that are available, independent study may be taken. Course content and requirements for course completion are arranged with the supervising human service faculty. Some independent study examples are (but are not limited to): The Native American Experience, Professional Development within Human Services, and Mental Health with Older Adults.

Teaching Assistantship (3)

SO370, Methods of Intervention: Individual; SO 315, Human Behavior and the Social Environment; SO317, Practice with Diverse Populations; SO 321, Community Mental Health; SO 325, Social Work Ethics; and SO360, Clinical Use of Horses.

Experiential Spring Break: Human Services Connection (3)

Each year during spring break senior human service majors will have the opportunity to join faculty in an experiential learning experience. Each trip will offer a new destination that will allow students the opportunity to incorporate the skills they have learned through their human service coursework into practice in preparation for professional practice in the human service field. Students will be expected to participate in the planning and execution of the trip from beginning to end. This course can be taken for non-credit or credit. Pre-requisite: junior or senior standings.

Psychology

Department Chair: James St. James

Full-Time: Linda Collinsworth, James St. James, D. Rene Verry

Adjunct: Mark Bridge, Dennis Crowley, Pixie Fennessey

The Department of Behavioral Sciences has majors in Human Services, Psychology and Sociology.

Major in Psychology

Psychology is the scientific discipline with a diverse domain that encompasses variables from the most basic (e.g., neuroanatomy and neurochemistry) to the interactional (e.g., sociocultural) levels. The discipline employs the scientific method to understand mind and behavior, and also delivers clinical and consulting services derived from this empirical base. A major in psychology leads to a Bachelor of Science Degree and is designed for the student seeking graduate study leading to a Master's degree or a Ph.D. in experimental (e.g., cognitive, learning, physiological, quantitative, industrial/organizational, memory, etc.) or clinical areas of psychology. This degree is the preferred path to a career as a practitioner, researcher, or psychology professor. Emphasis is in the scientific skills and basic research areas of psychology. Students interested in a degree that prepares them for counseling at the bachelor's or master's level should consult the Human Service major.

Required courses are:

Discipline Foundation

PS130, Introductory Psychology

Research Methods and Quantitative Analysis

PS201, Statistical Methods in Behavioral Sciences

PS202, Experimental Psychology

PS301, Advanced Statistical Methods

PS304, Advanced Experimental Psychology

PS450, Experimental Psychology Capstone

Core Competencies: Choose 1 course from each area, plus one more from any area.

Biopsychology Core

PS303, Physiological Psychology

PS315, Sensation and Perception

Cognitive/Learning Core

PS331, Principles of Learning

PS332, Memory & Cognition

Developmental/Social Core

PS204, Social Psychology

PS340, Life-Span Development

PS318, Personality Theory

Applied Psychology Core

PS305, Industrial/Organization Psychology

PS306, Tests and Measurements

PS310, Principles of Psychopathology

Minor in Psychology

A minor must meet the following requirements:

PS130, Introductory Psychology

PS201, Statistical Methods in the Behavioral Sciences or its equivalent, e.g. Mathematics 120

PS202, Experimental Psychology

Four additional courses in psychology, three of which must be at the 300 level or above.

Independent Study

For students in any program having specific needs that are not covered in any of the regular courses that are available, independent study may be available. These Independent Study courses may take the form of tutorials, directed readings or special independent projects. The student may enroll for up to two such projects in the department (with the approval of the supervising faculty member and the Chair of the Department) for one to three credits each. The numbers used are in sequence: i.e., the first independent study course in psychology for a particular student is numbered 391; the second is 392, etc.

Capstone Research Project

All students are required to take PS450, Experimental Psychology Capstone, during which they undertake a research project with the guidance of a faculty advisor. Students will then present their findings at the Behavioral Sciences Student Research Symposium or the Undergraduate Research Poster Symposium.

Teaching Psychology In Secondary Schools

Students interested in teaching psychology in high schools should see the program in social sciences described in the History Department section of this Bulletin.

Psychology Courses (PS) (Credits)**130. Introductory Psychology (3)**

Introduction to study of behavior and mental processes derived from application of scientific method. Topics range from biological bases of behavior, levels of consciousness, development, memory, abnormality to motivation and emotion. Examination of psychology as a profession and its relevance to everyday life.

201. Statistical Methods in the Behavioral Sciences (3)

Application of elementary statistical methods to psychological and sociological data. Lecture and laboratory course in techniques of descriptive and inferential statistics and research design. Cross-listed with SO201. Pre-requisite: PS130 or SO100 and math placement score of at least 3 or MA106.

202. Experimental Psychology (3)

Introduction to philosophy of science, theory development and testing, professional and research ethics, and a systematic study of a variety of descriptive and experimental research methods through lecture and class exercises. American Psychological Association writing style through a variety of writing exercises, which require word processing on computers. Pre-requisite: PS130 or 201 or consent of instructor.

204. Social Psychology (3)

Systematic study of social behavior of the individual as well as the group. Social perception, motivation, learning, attitudes and values. Dynamics of social groups and interaction among groups. Emphasis on research methods and projects. Cross-listed with SO204. Pre-requisite: PS130.

260, 360. Special Topics In Psychology (3)

Selected topics in psychology. Offered on demand. May be repeated for credit with a different topic. Pre-requisite: consent of instructor.

301. Advanced Statistical Methods (3)

Systematic study of multi-factor analysis of variance techniques, regression analysis and other advanced analytic techniques, including computer skills for data analysis. Pre-requisite: PS201.

303. Physiological Psychology (3)

The biological bases of behavior. Consideration of the neuroscience approach to understanding psychological functioning. Includes neurological and endocrine mechanisms which direct and support behavior. Pre-requisite: PS130.

304. Advanced Experimental Psychology (3)

Advanced study of major areas of psychological research. Emphasis on psychology as an empirical science. Students design, perform, analyze and report on experimental projects. Readings in current psychological research are discussed. Two hours of lecture and two hours of laboratory each week. Pre-requisite: PS 202 and 301.

305. Industrial and Organizational Psychology (3)

Survey of field focusing on application of psychological principles, methods and research in business and industry. Focus on psychological perspective of topics ranging from absenteeism, communication, research methods, personnel selection, training, job analysis and design, work conditions, leadership, safety to testing. Pre-requisite: PS130.

306. Tests and Measurements (3)

An introduction to basic psychometric principles underlying test construction, evaluation, and interpretation; methods of collecting, evaluating, and reporting psychometric data; major psychological and educational measurements currently in use, their application, theoretical and empirical basis, and their historical significance. Basic legal and ethical issues in psychological measurement are addressed. Pre-requisite: PS130 and PS201.

310. Principles of Psychopathology (3)

An introduction to pathological personality development and the behavior disorders. Emphasis on causal perspectives and major theories of psychopathology. Assessment and diagnostic systems are broadly reviewed. Pre-requisite: PS 130.

315. Sensation and Perception (3)

Examination of traditional and contemporary psychophysical models of sensation and perception, overview of the seven senses, sensory development and learning, and applications of sensation and perception research. In-class laboratory participation required. Pre-requisite: one course in psychology or consent of instructor.

318. Personality Theory (3)

Development, dynamics and structure of personality. Survey of major contributions to methodology, theory and empirical research. Pre-requisite: PS130 or consent of instructor.

331. Principles of Learning (3)

Survey of basic learning principles, data, theory and current issues concentrating on animal learning but including relevant human learning. Focus on non-associative, classical and instrumental conditioning procedures and applications of these data to various settings. Pre-requisite: PS130.

332. Memory and Cognition (3)

Consideration of experimental approaches to the study of higher mental processes. Emphasis on the major developments in the study of memory acquisition, storage and retrieval. Survey of concept formation, knowledge representation, language comprehension and problem solving. Pre-requisite: PS130.

340. Lifespan Development (3)

Study of human development through the lifespan. Emphasis is on theories of development, normative development, and changes in psychological processes including cognition, memory, and intelligence. The changes in family and social interactions are also considered. Pre-requisite: PS130.

391, 392, 393. Independent Study (1-3)

Readings, directed study in-depth, individual research and field study in areas of interest to the student. Pre-requisite: honor student or psychology major and consent of Department Chair and instructor.

450. Experimental Psychology Capstone (3)

A required capstone course for Psychology majors. Students in this course will conduct independent research, and write a final paper in APA format. This paper will then be presented at the Behavioral Sciences Research Symposium or the Undergraduate Research Poster Symposium in the Spring. Pre-requisites: senior psychology major and satisfaction of the Departmental Writing Proficiency.

Sociology

Department Chair: James St. James

Full-Time: Larry Troy

Adjunct: Pixie Fennessey, Amanda Pippitt

The Department of Behavioral Sciences has majors in Human Services, Psychology and Sociology.

Major in Sociology

A major in sociology provides the student with an understanding of the social causes of human behavior, as well as a familiarity with the basic processes of social life. Towards this end, course work focuses on both theoretical approaches to the study of human behavior and empirical research methods, including survey research and computer analyses. Students may choose to pursue a Bachelor of Arts or a Bachelor of Science degree. The sociology curriculum serves students who wish to 1) pursue graduate study in sociology; 2) pursue social service as a career; 3) develop skills for careers in such fields as social, political or market research; and 4) complement academic specialization in other fields (such as business, communication, law and nursing) with the group-level perspective on social behavior which is increasingly being demanded of professionals and managers. Students anticipating graduate study in sociology and social research are encouraged to elect additional course work in history, political science, mathematics and computer science.

Required Courses

Sociology 100, Introduction to Sociology

Basic Skills

Sociology 201, Statistical Methods in the Behavioral Sciences

Sociology 221, Methods of Social Research

Sociology 250, Approaches to Sociological Theory

Fundamentals

Sociology 310, Racial and Ethnic Group Relations

Sociology 320, Social Stratification or Sociology 224, Poverty and Welfare

Sociology 330, Sociology of Gender

Capstone Course

Sociology 450, Sociological Analysis

Students must choose three other sociology courses.

Minor in Sociology

A minor must complete the following courses:

Sociology 100, Introduction to Sociology

Sociology 201, Statistical Methods in the Behavioral Sciences

Sociology 221, Methods of Social Research

Sociology 250, Approaches to Sociological Theory

In addition, the student must take three additional courses at the 300 or above level in sociology.

Independent Study. For students in any program having specific needs that are not covered in any of the regular courses that are available, independent study may be taken. These may take the form of tutorials, directed readings, or special independent projects.

The student may enroll for up to two such projects in the department (with the approval of the supervising faculty member and the Chair of the Department) for one to three credits each. The numbers used are in sequence: i.e., the first Independent Study course in sociology for a particular student is numbered 395; the second is 396, etc.

Teaching Sociology in Secondary Schools

Students interested in teaching sociology in high schools should see the secondary education program in social sciences described in the History Department section of this bulletin.

Sociology Courses (SO) (Credits)

100. Introduction to Sociology (3)

An introduction to the perspectives, concepts, methods and general findings of the sociologist. Special attention given to the uses of the computer in understanding the social causes of human behavior.

120. Introduction to Anthropology (3)

Introduction to the field of anthropology. Techniques and problems of major subfields of anthropology: linguistics, archeology, ethnology, physical anthropology and primatology, and applied anthropology.

201. Statistical Methods in the Behavioral Sciences (3)

Application of elementary statistical methods to psychological and sociological data. Lecture and laboratory course in techniques of descriptive and inferential statistics and research design. Cross-listed with PS201. Pre-requisite: PS130 or SO100 or math placement score of at least 3 or MA106.

204. Social Psychology (3)

Systematic study of social behavior of the individual as well as the group. Social perception, motivation, learning, attitudes and values. Dynamics of social groups. Emphasis on research methods and projects. Cross-listed with PS204. Pre-requisite: SO100.

221. Methods of Social Research (3)

Covers most techniques commonly used in sociological research. Emphasis placed on selecting research strategies appropriate to the task. Topics include ethics and logic of research, concept formation, operationalizing variables, choosing techniques of data collection, data analysis and writing the research report. Pre-requisite: SO100.

224. Poverty and Welfare (3)

The study of the causes, persistence, and consequences of poverty in the U.S. Attention will also be paid to the history, patterns, and policies of the welfare systems. Cross-listed with IN250.

232. Deviant Behavior (3)

This course will examine the varied behaviors considered to be deviant in contemporary western societies, the socially constructed nature of deviance, and the development of public policies for the control of deviant acts. Special emphasis will be given to the definition of deviance, the measurement of deviance, theories of deviant behavior, the deviant career and the development of social control strategies in contemporary society. Pre-requisite: SO100.

250. Approaches to Sociological Theory (3)

A study of the development of the discipline of sociology. Particular emphasis placed on the classic theories, which are analyzed in terms of the social context in which they were developed. Pre-requisite: SO100.

260, 360. Special Topics in Sociology (3)

Selected topics in sociology. Offered on demand. May be repeated for credit with a different topic. Pre-requisite: consent of instructor.

310. Racial and Ethnic Group Relations (3)

A concentrated study of racial and ethnic group interaction in societies such as the United States. Pre-requisite: SO100.

311. Juvenile Delinquency (3)

This course is designed to provide an overview of the study of juvenile delinquency, and will examine the contemporary theories, laws, policies, and practices of the juvenile justice system in the United States. The sociological perspective will be emphasized. However, the interdisciplinary nature of this course will require the use of alternative perspectives from time to time. Pre-requisite: SO100.

320. Social Stratification (3)

The study of the patterns of social, economic and political inequality among individuals, families and social groups. Particular attention paid to the causes and consequences of inequality and to such issues as social mobility, class consciousness and power. Prerequisite: SO100.

330. Sociology of Gender (3)

A study of the structure of gender in societies. The focus of the course in any semester may be on some of the following issues: the social construction of gender, gender socialization, institutional aspects of gender, and economic and social inequality. Pre-requisites: SO100.

340. Field Study in Chicago (3)

Design and implement a field study research project in Chicago. Utilize the resources of the city to do primary research through interviews, observation, surveys and/or other research methods. Students complete a group research project as well as an individual field study related to their respective majors. This course is taught in Chicago when students study at the Chicago Center. Pre-requisites: Admission to the Chicago Center.

350. Chicago Communities and Cultures (3)

Focus on the ethnic, religious, racial, economic and lifestyle diversity of Chicago's neighborhoods and the social dynamics of the city. Includes visits to city neighborhoods, major political and economic institutions, and meetings with community leaders. Studies how racism, economic displacement and violence impact the city and examines solutions surrounding these issues. Also emphasized is the role of artistic expression in community development, including blues and jazz, museums, poetry, off-Loop art galleries, dance, film and theater. This course is taught in Chicago when students study at the Chicago Center. Pre-requisites: Admission to the Chicago Center.

351. The Family (3)

The study of the family and its relationship to the larger society, focusing especially on American family structures. Particular attention paid to family systems theory, class differences among families and single parent families. Pre-requisite: SO100.

355. Chicago Internship or Practicum (4-8)

An internship experience in Chicago. Varied placements available for all majors. Combines practical experience and training within an academic framework through a placement in an agency or organization. Students must complete an internship contract and a daily journal, as well as a summary paper on the internship. This course is taught in Chicago when students study at the Chicago Center. Pre-requisites: Admission to the Chicago Center.

361. Criminology (3)

An analysis of theories of criminal behavior and criminal control procedures. Emphasis on causation, criminal laws, and crime control by police and criminal or juvenile courts. Overview of preventive methods and treatment of penal systems. Pre-requisite: SO100.

372. Social Movements (3)

The focus of this course will be social movements as a major cause of social change. Topics will include the social construction, history, recruitment of new members, strategies, tactics, and outcomes of major social movements. Special emphasis will be given to the role of individuals in promoting or resisting social change. Pre-requisite: SO100.

392. Urban Sociology (3)

American urban development with emphasis on the social and spatial patterns of U.S. cities, emerging life styles in the urban setting, and urban problems. Attention will be paid to urban planning, metropolitan government, the distribution and movement of jobs and industry, urban transportation, and inter-group relations. Pre-requisite: SO100.

395, 396, 397. Independent Study (1-3)

Directed reading and study in depth, individual research and field study in areas of student's interest. Pre-requisite: honor student or sociology major, and consent of Department Chair and instructor.

450. Sociological Analysis (3)

A required capstone course for sociology majors. Students in this course will review their sociological knowledge and analytical skills, and prepare a major paper. Pre-requisite: senior sociology major and satisfaction of the departmental writing proficiency.

470. Sociology Internship (3)

This course provides for an internship experience for sociology majors and minors. The student is placed as an intern in a selected community, state, social service, welfare or research agency, based on student interest and agency acceptance.

Biology

Judy Parrish (Chair)

Biology Department Faculty

Full-Time: Jennifer Burgoon, Samuel Galewsky, Cynthia Handler, David Horn, Jeffrey Hughes, Terry Matthews, Thomas McQuiston, Roslyn O'Conner, Judy Parrish, Marianne Robertson, Jennifer Schultz-Norton

Contemporary biology is one of the fastest growing areas of science; it is at the same time tremendously exciting, relevant and challenging. Biologists using innovative ideas and revolutionary technologies are confronting many of the world's most pressing problems.

Millikin's Biology program provides students with broad training in modern biology, which they can use to pursue careers in any area of the life sciences. Our Pre-Professional program prepares students for medical, dental, optometry, chiropractic, veterinary, physician assistant, physical therapy, occupational therapy and medical technology graduate programs. Biology also has programs that train students for graduate school to obtain advanced degrees for careers in research and/or teaching. The Secondary Education program prepares students for teaching at the high school level.

Pre-Graduate Program. Students who plan to attend graduate school to obtain advanced degrees can follow either the Traditional Track or the Molecular/ Cell Biology Track depending on their specific interests; they should also have research experience.. Students receive credit for research by enrolling in Biology 391 or 392.

Secondary Education. Students interested in obtaining Illinois certification to teach science, with a designation in biology for grades nine through twelve, must obtain a B.S. or B.A. degree in biology and meet the curricular requirements of the secondary education program (refer to the teacher education section in this Bulletin). Biology majors in secondary education must take two botany courses (Biology 125, Local Flora; Biology 308, Plant Physiology; and/or Biology 326, Plant Biology). Either Anatomy and Physiology I (BI 206) or Essentials of Anatomy and Physiology (BI 204) is required and fulfills either the Morphology or Function Content Category. Students must also take Biology 110 along with ED 425 to meet state requirements in Earth Science and Astronomy. Students who

complete the requirements for the biology major in the secondary education program will be qualified to teach high school science at the freshman level (biology, chemistry, physics, earth science, and astronomy) as well as teach upper level biology courses.

Because of its experiential value, the department strongly urges majors in the secondary education program to spend at least one semester as a teaching assistant in a biology laboratory. Students should discuss their teaching plans with advisors in both the biology and education departments.

Pre-Professional Programs.

Medical Programs (Medicine, Dentistry, Veterinary Medicine, Optometry, Physician Assistant, Chiropractic) Although professional schools vary in their philosophies and requirements for admission, they all emphasize the importance of a diverse education. In addition to a strong foundation in science and mathematics, Pre-Professional students should develop strong communication skills and a solid background in social sciences, arts, and humanities. It should be emphasized that quality and breadth of the undergraduate experience are more important to future success than narrow specialization in science.

Students in the Pre-Professional Program are encouraged to gain research experience by collaborating with biology faculty on a research project. Refer to the section on undergraduate research in a later section of this Bulletin. Both the Traditional Track and Molecular/Cell Biology Track provide excellent preparation for medical school curricula. The Pre-Professional advising sheets list specific coursework and provide other important advice for students with Pre-Professional interests.

Pre-Physical Therapy. Millikin's pre-physical therapy (PT) program prepares students for physical therapy clinical work they will complete elsewhere. Most clinical programs require that students earn the bachelor's degree before transferring to a masters or doctoral program in physical therapy. These students will complete all Millikin requirements for the biology major as well as all MPSL and all College of Arts and Sciences requirements.

For specific course requirements, students should consult the appropriate advising sheet and talk to the pre-PT advisor. It should be noted that most accredited schools of physical therapy require an excellent undergraduate academic record. These programs are quite competitive and favor students in the four-year program.

Pre-Occupational Therapy. Students in the pre-occupational therapy program follow an academic track similar to that for students in the pre-physical therapy program. An excellent academic record is required in order to be competitive for occupational therapy schools. Millikin has a 3-2 arrangement with Washington University in St. Louis, MO. Students who choose this option complete the requirements for a BS and a masters degree in five years.

Students choosing to complete four years at Millikin in preparation for study in occupational therapy complete all requirements for the biology major as well as all MPSL and College of Arts and Sciences requirements.

Pre-Medical Technology. Millikin provides three or four years of course work designed to prepare students for programs in accredited hospital schools of medical technology. Millikin has affiliation agreements with two accredited hospital schools of medical technology: St. John's Hospital, Springfield, IL., and Saint Francis Medical Center, Peoria, IL.

The pre-medical technology program requires completion of a minimum of 92 credits at Millikin. Upon acceptance and successful completion of a year of required course work at the accredited professional school, students earn a B.S. degree from Millikin University.

Students choosing to complete four years at Millikin prior to entering a medical technology program at an accredited hospital must complete all requirements for the appropriate Millikin major as well as all MPSL and College of Arts and Sciences requirements. Thirty-three of the final 45 credits must be taken at Millikin before transfer to the accredited hospital. Students may choose to major in either biology or chemistry and are advised by a faculty member in the appropriate field.

Medical technology programs are competitive and usually require a cumulative grade point average of at least 2.75 for admission.

Major in Biology

Biology majors may obtain either a B.A. or a B.S. degree by completing 36 to 48 biology credits in one of three tracks in the biology program. Students interested in medicine (pre-medicine, pre-physician assistant, pre-chiropractic, pre-dentistry, pre-veterinary medicine, or pre-optometry) or graduate programs may follow either the Traditional Track or the Molecular/Cell Biology Track, depending on their specific interests. Students in teaching biology should follow the Secondary Education program in the Traditional Track. Students interested in physical or occupational therapy (pre-PT, pre-OT), or medical technology (pre-MT) should follow the Allied Health Track. Biology majors are required to take at least one course, and earn a grade of "C-" or above, from each of six Biology Content Categories. Each course may count for only one content category for a student.

Biology Content Categories and Courses meeting each

1. Ecology

- BI 220/320, Field Ecology (PT/OT and Allied Health only)
- BI 314, Ecology
- BI 323, Animal Behavior
- BI 380, Ecological Journey

2. Taxonomy

- BI 303, Entomology
- BI 307, Parasitology
- BI 325, Vertebrate Biology
- BI 326, Plant Biology
- BI 328, Ornithology
- BI 330, Microbiology

BI 380, Ecological Journey

BI 404, Evolution

3. Morphology

BI 204, Essentials of Anatomy and Physiology (Secondary Education only)

BI 206, Anatomy and Physiology I (Secondary Education, PT/OT, PA, and Allied Health only)

BI 207, Anatomy and Physiology II (PT/OT, PA, and Allied Health only)

BI 301, Comparative Anatomy of Vertebrates

BI 302, Histology

BI 303, Entomology

BI 304, Developmental Anatomy

BI 322, Neurobiology

BI 326, Plant Biology

4. Function

BI 204, Essentials of Anatomy and Physiology (Secondary Education only)

BI 206, Anatomy and Physiology I (Secondary Education, PT/OT, PA, and Allied Health only)

BI 207, Anatomy and Physiology II (PT/OT, PA, and Allied Health only)

BI 301, Comparative Anatomy of Vertebrates

BI 304, Developmental Anatomy

BI 306, Animal Physiology

BI 308, Plant Physiology

BI 312, Immunology

BI 322, Neurobiology

BI 325, Vertebrate Biology

BI 328, Ornithology

BI 413, Advanced Cell Biology

5. Molecules/Cells

BI 300, Genetics

BI 302, Histology

BI 305, Molecular and Cell Biology

BI 312, Immunology

BI 330, Microbiology

BI 407, Molecular Genetics

BI 413, Advanced Cell Biology

6. Reproduction

BI 300, Genetics

BI 307, Parasitology

BI 323, Animal Behavior

BI 404, Evolution

BI 407, Molecular Genetics

Traditional Track

Required courses:

Biology 105/155, Ecology and Evolution

Biology 108/158, Attributes of Life

Biology 300/350, Genetics

Biology 305/355, Molecular and Cell Biology

Biology 481 or 482, Senior Seminar

Required supporting courses:

Chemistry 121/151, General Chemistry

Chemistry 224/152, General Inorganic Chemistry

Chemistry 301/251, Organic Chemistry I*

Physics 111/171, and 112/172, College Physics I and II or 151/171 and 152/172, University Physics I and II

To complete the minimum of 36 biology credits, biology majors should select courses from Biology Content Categories, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from Biology 391 and 392 may count toward the 36 biology credits needed for the major.

Students in the Traditional Track are encouraged to take at least one course in plant biology, either Biology 326, Plant Biology, or Biology 308, Plant Physiology

Recommended Courses:

Mathematics 114, Functions

Mathematics 140, Calculus I**

Mathematics 120, Elementary Probability and Statistics, or Psychology 201, Statistical Methods in the Behavioral Sciences

* A second semester of Organic Chemistry.
(Chemistry 302/252) or Biochemistry
(Chemistry 331) is recommended.

** Mathematics 140, Calculus I, is recommended for all biology majors in the traditional track. Many professional schools and most graduate schools require at least one semester of calculus for admission.

Molecular/Cell Biology Track

Students can obtain a concentration in molecular and cell biology in the Molecular/Cell Biology Track by taking the following courses:

Required courses:

Biology 105/155, Ecology and Evolution
 Biology 108/158, Attributes of Life
 Biology 300/350, Genetics
 Biology 305/355, Molecular and Cell Biology
 Biology 407, Molecular Genetics
 Biology 481 or 482, Senior Seminar

Required supporting courses:

Chemistry 121/151, General Chemistry
 Chemistry 224/152, General Inorganic Chemistry
 Chemistry 301/251, Organic Chemistry I
 Chemistry 302/252, Organic Chemistry II
 Chemistry 331, Biochemistry
 Physics 111/171 and 112/172, College Physics I and II, or 151/171 and 152/172, University Physics I and II

To complete the minimum of 36 biology credits, biology majors should select courses from Biology Content Categories, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from Biology 391 and 392 may count toward the 36 biology credits needed for the major.

Recommended courses:

Biology 391/392, Research
 Mathematics 140, Calculus I
 Mathematics 120, Elementary Probability and Statistics, or Psychology 201, Statistical Methods in the Behavioral Sciences
 Chemistry 303, Physical Chemistry I
 Chemistry 354, Biochemistry Laboratory
 Chemistry 432, Advanced Biochemistry

Allied Health Track**Pre-Physical/Occupational Therapy***Required courses:*

Biology 105/155, Ecology & Evolution
 Biology 108/158, Attributes of Life
 Biology 300/350, Genetics
 Biology 305/355, Molecular and Cell Biology
 Biology 481 or 482, Senior Seminar

Required supporting courses:

Chemistry 121/151, General Chemistry
 Chemistry 203/205, Essentials of Organic
 and Biochemistry
 Chemistry 224/152, General Inorganic Chemistry
 Physics 111/171 and 112/172, College Physics I and II or 151/171 and 152/172, University Physics I and II

To complete the minimum of 36 biology credits, biology majors should select courses from Biology Content Categories, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from Biology 391 and 392 may count toward the 36 biology credits needed for the major.

Twelve biology credits must be at or above the 300-level. Exercise Science 310, Kinesiology, may count as three credits toward the minimum 36 biology credits needed for a biology major in the Allied Health Track.

Recommended courses:

Mathematics 114, Functions
 Mathematics 140, Calculus I

Mathematics 120, Elementary Probability and Statistics or Psychology 201, Statistical Methods in the Behavioral Sciences

Other recommended courses:

Psychology and sociology courses such as Psychology 130, Introductory Psychology; Psychology 310, Principles of Psychopathology; Psychology 340, Lifespan Development; and Sociology 100, Introduction to Sociology; should be scheduled in consultation with the biology advisor.

Specific physical therapy/occupational therapy programs may require other courses such as communications, ethics, logic, political science, economics, computer science, and medical terminology. Consult the specific PT or OT program catalogs for this information.

Pre-Medical Technology*Required courses:*

Biology 105/155, Ecology and Evolution
 Biology 108/158, Attributes of Life
 Biology 206, Anatomy and Physiology I

Biology 207, Anatomy and Physiology II
Biology 230, Principles of Microbiology, or Biology 330, General Microbiology
Biology 300/350, Genetics
Biology 305/355, Molecular and Cell Biology and lab
Biology 307, Parasitology
Biology 312, Immunology
Biology 314, Ecology (or other Ecology Content Category course)
Chemistry 121/151, General Chemistry
Chemistry 224/152, General Inorganic Chemistry
Chemistry 301/251, Organic Chemistry I
Chemistry 302/252, Organic Chemistry II
Physics 111/171 and 112/172, College Physics I and II or 151/172 and 152/172

Clinical Courses in Medical Technology

The following courses are taken at affiliated hospitals to complete the fourth year of the medical technology program for a B.S. degree from Millikin. These courses have been defined, structured and approved by the affiliated hospitals and Millikin University; the total credit hours are 32.

Clinical Chemistry I

Theory and practice of analytical biochemistry as applied to pathologic states, methodology and instrumentation. Statistics as applied to reagent preparation, result determination and quality control.

Clinical Chemistry II

Theory and practice of analytical biochemistry as applied to specialized tests for drugs, endocrine function, and urine and body fluid analysis.

Clinical Hematology

Study of the origin, development, morphology, physiology and pathophysiology of the formed elements of the blood and bone marrow. Manual and automated methods of cell counting, differentiation and other special hematological procedures on blood and body fluids used in disease diagnosis are included.

Clinical Immunohematology

Study of red cell antigen/antibody systems, antibody screening and identification, compatibility testing and immunopathologic conditions. Also included are donor requirements and blood component preparation and therapy.

Clinical Immunology

Study of principles of protective and adverse aspects of cellular and humoral immune responses. Theory and performance of test procedures based on antigen/antibody reactions and clinical significance of test results are included.

Clinical Microbiology I

Theory and practice of isolation and identification of pathogenic bacteria and mycobacteria in clinical specimens through cultures, morphology, biochemical and/or serologic methods. Relation of clinical testing to disease states and epidemiology as it applies to microbiology is included.

Clinical Microbiology II

Theory and practice in isolation and identification of fungi, parasites, rickettsia and viruses utilizing morphological, cultural, biochemical and serologic methods. Relation of clinical testing to disease states and epidemiology as it applies to microbiology is included.

Special Topics in Clinical Laboratory Science

Overview of medical ethics, patient approach, theory and practice of phlebotomy techniques, laboratory safety, applications of laboratory computer systems and independent clinical research and development.

Clinical Management and Education

Basic introduction to principles and theory of management and education as related to clinical laboratory. Special job responsibilities of clinical laboratory scientist in management and education are addressed.

Students in the pre-medical technology program can graduate with a biology major (36 credits) by taking two additional biology courses above the 300 level.

Undergraduate Research

Undergraduate research in which students and faculty collaborate on a research project is one of the cornerstones of the Millikin experience in biology. As such, biology majors are encouraged to participate in a research experience before they graduate. To prepare for doing research, students typically take Research Methods (BI 291) in their sophomore year. Then, after identifying a faculty member to work with and a specific project to work on, students register for research credit (BI391, 392). Up to six research credits can be applied to the 36-48 credits needed for a biology major.

Millikin biology majors can obtain research experience by way of any one of the following programs:

James Millikin Scholars Program

James Millikin Scholars majoring in biology have two options for completing JMS requirements. The recommended option is for students to undertake a research project in collaboration with a Biology faculty. In their junior and senior years, JMS students register for six credits of IN491, Honors Independent Study. Four of the six IN491 credits will count as Biology Research credits (BI391 or BI392). These credits can be applied toward the Biology major.

In the alternative option, students complete a library-based research project supervised by a faculty member. For specifics, consult the JMS handbook and discuss the options with your faculty advisor.

Leighty Science Scholars

As a part of the Leighty Science Scholars program, all Leighty Scholars will do research during the summer after their sophomore year in collaboration with a Millikin science faculty. Each Leighty Scholar will receive a \$3,000 summer stipend for the summer. Contact Millikin Admissions or the Leighty web site for details of this program.

Summer Undergraduate Research Program (SURF)

Students interested in doing summer research at Millikin first develop a research proposal in collaboration with a member of the Biology faculty. Students then submit a written proposal to be reviewed by members of the SURF committee. Students with successful proposals receive a \$2,500 stipend for their summer's research.

Undergraduate Fellows Program offers an additional funding source for research with faculty.

Off-Campus Research

Biology majors are encouraged to apply to summer research programs at graduate universities, medical schools, and other research centers. Students are advised to register for Millikin credit when they do off-campus research as a way of fulfilling the off-campus learning requirement of the MPSL.

Minor in Biology

Students may obtain a minor in biology by completing a minimum of 21 credits in biology. These credits must include the core sequence (Biology 105/155, 108/158, 300/350, and 305/355) and two courses from Biology Content Categories.

Biology 102, Topics in Biology; Biology 130, Environmental Biology; and Biology 220/320, Field Ecology, do not count toward a biology minor.

Students wishing to complete a minor in biology should have their programs approved by the Chair of the Biology Department.

Biology Courses (BI) (Credits)**102. Topics in Biology (4)**

A topical approach to modern biology for non-majors. Basic concepts of biology will be covered with an emphasis on the importance, relevancy and applications of biology in modern society. Topics may vary from section to section, depending upon faculty selection. Four hours per week including lab experience.

105 Ecology and Evolution (3)

Biology 105 is designed as a first course in biology required for biology majors. It concentrates on the biology of whole organisms at the population, community, and ecosystem level. We will focus on the process of science and on evolution as an underlying theme. Student presentations and discussion are an integral part of the course. Concurrent enrollment in BI 155, laboratory.

108. Attributes of Life (3)

An introduction to biological diversity and the biological processes used in living organisms to acquire energy and nutrients; respond to the environment; remove, transport and recycle materials; and reproduce. Required for all biology majors. Concurrent enrollment in Biology 158. Pre-requisite: Biology 105/155 or consent of instructor. Some knowledge of introductory college chemistry and Mathematics will be helpful.

110. Secondary Science, Content & Laboratory Development (3)

This course is designed for students who are planning to be certified in Illinois to teach middle or high school science. The modules are intended to help the student to fill in gaps in content knowledge. Students will complete instructional modules in the following topics: astronomy, earth science, instructional planning and assessment in science, national science education standards, and safety in the classroom. Cross-listed with CH110. Pre-requisite: Acceptance for Student Teaching. Co-enroll in ED 425.

125. Local Flora (4)

This is an integrated lecture/discussion and laboratory course. Collections, investigations, and other exercises are designed to foster an understanding of plant functioning through experience. Course objectives are to acquire a basic understanding of how plants solve the problems of life, to understand the role of plants in the biosphere, to become familiar with local plant communities and component plant species to learn characteristics of most common local plant families, and to learn to use a dichotomous key to identify unfamiliar plants. For majors other than biology and for biology majors in the secondary education program. The course satisfies the MPSL lab science requirement.

130. Environmental Biology (4)

A non-majors course. Ecosystem structure and function are examined in relation to their ties to various biological, economic, and social issues such as population dynamics, soil, water, food, land, plant and animal, mineral and energy resources, and pollution. Includes a lab experience and satisfies the MPSL lab science requirement. Does not count as biology credit for biology majors.

155. Ecology and Evolution Lab (1)

Laboratory course to accompany Biology 105. One two-hour lab per week. Lab emphasizes critical thinking, application of the scientific method, and writing skills.

158. Attributes of Life Lab (1)

Laboratory course to accompany BI 108. The lab will explore the diversity of biological processes used in living organisms to acquire energy and nutrients; respond to the environment; remove, transport and recycle materials; and reproduce. Various methodologies designed to measure such things as tension, pressure, temperature, and oxygen consumption will be utilized. Critical thinking, data analysis and standard laboratory reporting will be emphasized. Required for all Biology majors. Concurrent enrollment in Biology 108.

204. Essentials of Anatomy and Physiology (4)

This course is designed for exercise science students (excluding students in the Athletic Training Program) and secondary education students in biology who need an overview of all the systems of the human body in one course. Although all systems of the human

body are covered, special emphasis is given to the skeletal, muscular, respiratory and nervous systems. Structure will be correlated with function, with the emphasis on structure.

206. Anatomy and Physiology I (5)

This is the first of a two-semester sequence intended for biology majors in the allied health track, and for nursing and athletic training majors. This course provides a fundamental consideration of primary tissues and the skeletal, muscular, nervous, endocrine and integumentary systems of the human body. Emphasis is placed on the correlation between structure and function, physiological processes, and the organization of the human body from the chemical level to the organismal level. Laboratory activities include the use of anatomical dissection of cats, physiological experimentation, teaching models, and group work to facilitate learning. Pre-requisite: Chemistry 203/205 or consent of instructor.

207. Anatomy and Physiology II (4)

A continuation course of Biology 206 covering cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems of the human body. Pre-requisite: Biology 206.

220. Field Ecology (4)

This eight day session at Okaw Bluffs at Lake Shelbyville is an **intensive** introduction to terrestrial and aquatic life of central Illinois. Students collect and examine specimens, become familiar with basic field techniques, learn to recognize specific plants, animals, and microscopic organisms, and investigate their habitats. Descriptive and simple statistical observations are required. Freshwater and forest habitats found in Illinois are emphasized, but rainforest and desert systems are included briefly to focus on plant and animal relationships. Familiarity with the physical environment and common organisms should increase as specific identification methods are introduced. This course involves you with the process of biology. Your field investigations are the most important activities in this course. Plant collections, insect collections, a research project, and specific journal entries are required. This course satisfies the MPLS lab science requirement as well as the off campus learning requirement. It counts as a Biology Content Category 1 class for PT/OT and Allied Health biology majors.

230. Principles of Microbiology (4)

A study of bacteria and viruses and their relationship to health and disease including bacterial nutrition, control, genetics, and disease etiology. The course is designed for students in the Biology Allied Health Track and nursing majors. Pre-requisites: one Biology course (Biology 206 suggested).

280. Ecological Journeys (4)

This is a travel course designed to familiarize students with principles of ecology in exotic or unusual environments, with an emphasis on identification of common species and interactions between species. Students are expected to attend all class sessions during the semester as well as make the extended field trip to the off-campus site, such as in Costa Rica, Alaska, and South Africa. Students are required to research and present information to the group about assigned sites before the trip. Students are responsible for travel costs and for obtaining necessary documents and medical precautions for travel to the specific site. No pre-requisites for Biology 280. Instructor consent is required for all students. This course counts as a lab science and as off campus study for the MPLS. Biology majors must enroll in BI 380 rather than BI 280.

300. Genetics (3)

Studies of the structure, function and transmission of hereditary material. Topics include patterns of inheritance and statistical analysis; molecular, biochemical and microbial genetics; gene regulation, mutation and recombinant DNA. Concurrent enrollment in Biology 350. Pre-requisites: Biology 105/155 and/or 108/158 or consent of instructor. Can count as Biology Content Category 5 or 6.

301. Comparative Vertebrate Anatomy (5)

The study of the vertebrate body plan emphasizing comparative morphology of the organ systems correlated with change in function and environment. Lectures include general concepts and terminology, protochordates, vertebrate classification, mechanisms of vertebrate evolution, and the comparative morphology of the various organ systems. Laboratory activities include the dissection of the dogfish shark and cat. Pre-requisites: Biology 105/155 and/or 108/158 or consent of instructor. Biology Content Category 3 or 4.

302. Histology (4)

This course addresses the microscopic structure of cells, tissues, and organs. Topics include general principles of light and electron microscopy, cytology, the primary tissues, and organology. Laboratory work involves examination of histological slides of tissues under the microscope. Pre-requisite: Biology 305/355 or consent of instructor. Alternate years. Biology Content Category 3 or 5.

303. Entomology (4)

The goal of this course is to develop an appreciation of insects with minor emphasis on spiders as a comparative system. Class learning goals involve examining structure and function as a background to understanding the ecology and behavior of these animals. Class **DISCUSSION** is highly encouraged! Topics such as development, external morphology, internal systems, sociality, defense mechanisms, reproductive behavior, feeding behavior, as well as both detrimental and beneficial aspects of insects are covered. Laboratory learning goals include developing an understanding and appreciation of insect taxonomy, morphology, and ecology through the tool of creating a collection. As such, labs during the first part of the course are spent in the field collecting insects, allowing this course to fulfill one credit of Millikin's off-campus learning requirement. Pre-requisites: BI 105/155 and BI 108/158. Biology Content Category 2 or 3.

304. Developmental Anatomy (4)

Study of vertebrate differentiation and development from gametogenesis to organogenesis in the different vertebrate groups. Some lectures on experimental embryology and human embryology. Pre-requisite: Biology 305/355 or consent of instructor. Alternate years. Biology Content Category 3 or 4.

305. Molecular and Cell Biology (3)

Course includes history and development of cell theory; morphological and functional significance of cell organelles; processes of mitosis and meiosis; and molecular basis for protein synthesis, metabolism, and photosynthesis. Concurrent enrollment in Biology 355. Pre-requisite: Biology 300/350 or consent of instructor. Biology Content Category 5.

306. Animal Physiology (4)

Exploration of the major trends in physiological adaptation by studying adjustment of the living animal to its environment. Application of underlying chemical and physical principles is emphasized. Topics include gas exchange, food utilization and energetics, temperature effects, excretion and osmoregulation, sensory reception, and functional integration and coordination of these processes. Competence in chemistry and physics is recommended. Concurrent enrollment in Biology 356 required. Pre-requisite: Biology 305/355 or Biology 207 and 301. Biology Content Category 4.

307. Parasitology (4)

Morphology, life history, host-parasite relationships, distribution and relationship to humans of important parasites. Diagnosis, epidemiology and prevention of infections. Pre-requisite: Biology 108/158 or consent of instructor. Alternate years. Biology Content Category 2 or 6.

308. Plant Physiology (4)

Plant physiology is the study of plant function at the cellular, organ and organism level. An understanding of the dynamic physical and chemical processes that are going on inside plants are used to construct accurate models of plant function, and to apply those models to predict responses to the internal and external environment. In this course, we concentrate on how flowering plants, in particular, perform the physiological processes common to all primary producers, that not only result in food production, but also in production of the oxygen atmosphere and UV protection from ozone, and of the raw materials necessary in human culture. We seek answers to questions about adaptive significance of physiologies; why plants grow where they do, why there are differences in growth rates, and how these differences are selected for. A research project is required as a major part of the laboratory section. This course is designed to be taken by junior and senior biology majors who have had courses in ecology and evolution, diversity of life, general and organic chemistry, cell and molecular biology, and plant biology. It is necessary to integrate concepts from all of these courses to understand how plant growth, reproduction, and survival are affected by the physical, chemical, and biotic environment. Pre-requisite, consent of instructor. Biology Content Category 4.

312. Immunology (3)

Theories and mechanisms of infection and immunity. A general course dealing with the nature of antigens, antibodies, immunologic reactions with consideration of antibody structure and the cellular, biochemical, and genetic basis of immunity. Allergic phenomena, autoimmune disease, transplantation, and cancer will be discussed. Pre-requisite: Biology 305/355. Biology Content Category 4 or 5.

314. Ecology (4)

This course provides an introduction to ecology including examinations of an organism's relationship to its environment, population ecology, community ecology, landscape ecology, and ecosystem ecology. In this course, we will also explore the biodiversity in our region, and learn the process of inquiry by designing and conducting an ecological research project. Pre-requisite: Biology 105/155 and 108/158 or consent of instructor. Biology Content Category 1.

320. Field Ecology for Teachers (4)

Same as BI 220, with the requirement that students be in the school of education. Education majors may take BI 320, with prerequisite of one previous biology course. Students will complete one scientific style research paper on an independent project, and will develop an inquiry-based two to three week unit plan on one of the topics in ecology, at an agreed upon level, using techniques and material from Field Ecology. This course satisfies the MPSL off campus learning requirement. Does not count as biology credit for biology majors.

322. Neurobiology (3)

Detailed study of the nervous system with special emphasis on the human brain. Lecture topics include anatomy of the brain and spinal cord, the physiology of communication through neural networks, learning and memory, sensory and motor systems, the brain and behavior, and the molecular mechanisms of learning and memory. Pre-requisite: Biology 206 or 301 or 304. Alternate years. Biology Content Category 3 or 4.

323. Animal Behavior (4)

Analysis and description of behavior at both the proximate and ultimate levels in both invertebrates and vertebrates is stressed. Topics include proximate studies focusing on the roles of physiology, hormones, and genetics in shaping behavior. At the ultimate level, behavioral evolution is stressed with emphasis on adaptations and fitness consequences of behaviors. Topics such as learning and memory, defense, feeding, reproductive behavior, territoriality, parental care, communication, and social hierarchies are covered. An appreciation of behavioral ecology is emphasized. Class learning goals include developing an understanding of the fundamental principles of animal behavior through class discussion, developing a comparative evolutionary appreciation of animal behavior, and interpreting current literature on animal behavior. Laboratory learning goals include gaining insight into methods of behavioral research, application of the scientific method, and effectively presenting research results in both oral and written format. Pre-requisite: BI 105/155. Biology Content Category 1 or 6.

324. Ornithology (4)

This course provides an introduction to ornithology including examinations of bird origins and adaptations, diversity, flight and migration, breeding biology, and conservation. In this course, we will learn more about the avian biodiversity in our region, and learn how to identify birds by sight and sound through bird watching trips. We will also examine contemporary issues in ornithology, and learn the process of inquiry by designing and conducting an ornithological research project. Pre-requisite: Biology 108/158 or consent of instructor. Alternate years. Biology Content Category 2 or 4.

325. Vertebrate Biology (4)

This course provides an overview of the vertebrate animals beginning with fishes and ending with mammals. Emphasis is placed on identification of vertebrates, and descriptions of key characteristics and evolutionary innovations of the vertebrate classes using a comparative approach. Laboratory will involve field trips, and a semester-long research project. Pre-requisite: Biology 108/158 or consent of instructor. Biology Content Category 2 or 4.

326. Plant Biology (4)

The purpose of this course is to understand the vital role plants play in the environment as sources of oxygen, energy, medicines, and other products, and of the complex and diverse ways plants solve problems of life. Five unifying themes of botany will be returned to throughout the course: Plants consist of organized parts, exchange energy with the environment, respond to and adapt to their environment, reproduce, and share a common ancestry. The laboratory is an integral part of the course and has one extended weekend field trip. A large portion of the lab is devoted to independent projects on a problem of interest. A paper, including pertinent library research, and presentation of the project, are required. Satisfies one credit of off campus learning for the MPSL. Pre-requisite, BI 108/158 or consent of instructor. Biology Content Category 2 or 3.

330. General Microbiology (4)

An introduction to the morphology, physiology, and ecology of microorganisms including bacteria, algae, fungi, and protozoa. The role of microorganisms in ecosystems and their application to agriculture, sanitation, and industry will be discussed. Pre-requisite: Biology 305/355 or consent of instructor. Biology Content Category 2 or 5.

350. Genetics Lab (1)

Laboratory course to accompany Biology 300. One three-hour lab per week. Concurrent enrollment in Biology 300.

355. Molecular and Cell Biology Lab (1)

Laboratory experience to accompany Biology 305. One three-hour lab per week. Concurrent enrollment in Biology 305.

356. Animal Physiology Lab (1)

Laboratory course to accompany Biology 306.

370, 371. Internship in Biology (1-4)

A supervised, practical biological experience for the biology major. A cooperative arrangement between the University and industry, zoos, conservation biology, research labs or health career agencies involved with biological work. Pre-requisite: sophomore, junior or senior standing and consent of department chair.

391, 392. Research (1-2)

Research experience in collaboration with Millikin biology faculty. Open to sophomores, juniors and seniors. Students will present their research results in Senior Seminar 481/482 and will also be encouraged to present their work at scientific meetings. A minimum of three hours in the lab and/or field per week per credit. Pre-requisite: sophomore, junior, or senior standing and Biology 291 or consent of instructor. May be repeated for credit.

380. Ecological Journeys (4)

This is a travel course designed to familiarize students with principles of ecology in exotic or unusual environments, with an emphasis on identification of common species and interactions between species. Students are expected to attend all class sessions during the semester as well as make the extended field trip to the off-campus site, such as in Costa Rica, Alaska, and South Africa. Students are required to research and present information to the group about assigned sites before the trip. Students registered for BI 380 will also work together to design and carry out field investigations to be conducted on the trip, and to present the results of those investigations after the trip. Students are responsible for travel costs and for obtaining necessary documents and medical precautions for travel to the specific site. No pre-requisites for Biology 280: Biology 105/155 and 108/158 are pre-requisites for BI 380. Instructor consent is required for all students. This course counts as off campus study for the MPSL and is also a Biology category 1 or 2 class.

393, 394. Independent Study (1-3)

Directed study in topics chosen jointly by the student and the instructor with the approval of the department chair.

404. Evolution (3)

Evolutionary history prior to Darwin; Darwin and natural selection; population genetics; molecular evolution; evolution of sex; altruism and group selection; speciation and macroevolution, human origins and evolution. Lecture only. Pre-requisite: Biology 300/350 or consent of instructor. Biology Content Categories 2 and 6.

407. Molecular Genetics (4)

A study of the technology which initiated the genetic revolution and discoveries that resulted from the application of this technology. Topics include restriction enzymes, recombinant DNA (vectors, clones, libraries), and DNA sequencing and mapping. Discussion of some of the major discoveries, which resulted from the application of recombinant DNA technology including genetic control of morphogenesis, immunological specificity and cancer. A substantial portion of the course will be spent in the lab applying recombinant DNA techniques. Pre-requisite: Biology 305/355. Biology Content Category 5 or 6.

413. Advanced Cell Biology (3)

An in-depth study of modern cell biology using the research literature and scientific review literature as primary resources. In-class discussions led by the instructor and by students to examine recent advances in cell biology, focusing in the background, rationale, techniques, results and conclusions of published research. No lab component. Pre-requisites: Biology 305/355 and Chemistry 301. Biology Content Category 4 or 5.

414. The Human Side of Medicine: What It's Like to Be a Patient, What It's Like to Be a Doctor (3)

This course is designed for students who are planning careers in health care. However, any university student who is interested in learning and reflecting more about the experience of being a patient and a part of the health care system can benefit from the course. A background in science is not necessary. This course will concentrate on learning about how patients, their families, and professionals who care for them experience illness; how stories patients tell become the basis for diagnosis and treatment; what it is like to be a physician; and the therapeutic relationship. Health care professionals are learning and practicing "patient-centered" medicine. This course introduces this concept to the student. Didactic presentations, interactive discussion using stories from patients, students and the related literature will provide the content of the course. The course includes a component in ethical decision-making. Pre-requisites are senior standing, PS 130, 140, PH 110, or consent of instructor. Not a Biology Content Category course.

481, 482. Senior Seminar (1) Per Semester

Senior capstone course required of all biology majors.

Special Topics (2-4) Each Per Semester

The offerings will depend on student interest and faculty availability. Pre-requisite: instructor's consent.

Chemistry

Anne Rammelsberg (Chair)

Chemistry Department Faculty

Full-Time: Ed Acheson, Paris Barnes, George Bennett, Clarence Josefson, Anne Rammelsberg

Adjunct: Lisa Lievens, Lynette Nehmer, Pat Higgins, Gwendalyn Baumann

The Committee on Professional Training of the American Chemical Society (ACS) has certified the program in chemistry.

The mission of Millikin University is to prepare students for 1) Professional success; 2) Democratic citizenship in a global environment; and 3) A personal life of meaning and value. Within that mission, the curriculum of the Department of Chemistry is designed to equip each student to 1) demonstrate the skills to solve problems and communicate through writing and speaking; 2) discover how to integrate and apply knowledge and skills both within the chemistry community and between chemistry and other disciplinary communities; and 3) develop the capacity to address real-world scenarios in which chemistry plays a role.

Chemistry is the study of the composition and behavior of substances. It is an experimental science consisting of ways to ask questions and to seek answers about the natural universe. A large number of chemical problems are practical, relating to immediate and often pressing human problems. For example, natural resource development, environmental protection and biotechnology all involve chemistry as an essential component.

Chemistry is a major pursued by students with a variety of career interests including research, teaching, industry and the health professions. Pre-Health programs for chemistry majors include medicine, dentistry, veterinary medicine, medical technology and pharmacy.

Chemistry majors often pursue graduate work and many ultimately attain the doctoral degree. The major facilitates entry into graduate studies in a wide variety of related areas including biochemistry, pharmacology, toxicology, chemical engineering, patent law, materials science, energy development, nutrition, environmental science, microbiology, industrial hygiene and health-care administration. Majors choosing industrial or government careers can move smoothly into management, sales or personnel areas and are also well-prepared for executive training at the graduate level, for example, in master of business administration (M.B.A.) programs.

Pre-Professional Programs: Medical, Dental and Veterinary Medicine. The Department of Chemistry is committed to providing the very best education possible for students interested in pursuing careers in the health professions. The Biochemistry Emphasis is a very practical option. This option provides broad training across the sciences for students without the burden of double majoring. The selection of courses has been tailored to ensure training in areas of importance in medical, dental, and veterinary school preparation over the course of four years. Although students can opt for a certified ACS major, it is our recommendation that pre-Health students complete the minimum requirements plus University Physics and two semesters of Calculus as preparation for entrance examinations. There is no admission advantage to having additional science courses; instead, students should seek to broaden themselves by choosing challenging electives from the humanities, fine arts and social sciences. Pre-Health students are expected to take advantage of the review sessions and advising offered by the Director of Pre-Professional Programs. Suggested electives include Modern Language, Philosophy, and Psychology.

Pre-Pharmacy. Most accredited pharmacy schools require at least two years of pre-pharmacy work for admission to their professional programs. The required preparation consists of basic science courses as well as foundational courses in other areas. The recommended curriculum is similar to the first two years of a chemistry major and typically includes one or two semesters of mathematics, two years of chemistry, a year of biology and a semester of physics.

After a minimum of two years, a student normally transfers to a pharmacy school, where four years of professional studies lead to a Doctor of Pharmacy degree.

Since some pharmacy schools require the Pharmacy College Admissions Test (PCAT) and others recommend it, students in this program should consider taking the standardized aptitude test in January of their sophomore year.

Millikin and the Chicago College of Pharmacy (CCP) at Midwestern University have a Dual Acceptance Program whereby selected students who successfully complete the specified course work at Millikin will be granted early acceptance to CCP. Students must rank

in the top quartile of their high school graduating class and must score in the top quartile on a College Entrance Exam (ACT: 28) to be eligible. Students not accepted to CCP retain their acceptance at Millikin.

Students interested in pre-pharmacy can secure further information from the Director of Pre-Professional Programs.

Major in Chemistry

Students interested in chemistry may elect to pursue a program leading to either a B.A. or B.S. degree. The major consists of 37 to 48 credits. In addition to the requirements listed below, students must either take Chemistry 121 or receive proficiency credit for the course. Students receive proficiency credit in one of three ways:

1. A score of 3, 4, 5 on the Advanced Placement exam.
2. Passing the department administered proficiency exam.
3. A grade of C or better in Chemistry 224

In order to permit proper course sequencing, it is important to declare a major and select an advisor as early as possible.

The core course sequence is required of all students. Since chemistry is a versatile field of study, chemistry majors have many options after completing the core courses for the major. Students will select one of four emphases based on interests and career goals. Most majors, whether headed for a professional career in chemistry or one of the other fields mentioned, are well advised to devote many, and perhaps all, of their electives to additional work in modern languages, humanities, fine arts, and social sciences.

Core Courses

(required for all chemistry majors):

Chemistry 151, Introductory Chemistry Laboratory I
Chemistry 152, Introductory Chemistry Laboratory II
Chemistry 224, General Inorganic Chemistry
Chemistry 232, Analytical Chemistry
Chemistry 251, Intermediate Chemistry Laboratory I (Analytical-Organic)
Chemistry 253, Intermediate Chemistry Laboratory III (Analytical-Inorganic)
Chemistry 254, Introduction to Research
Chemistry 301, Organic Chemistry I
Chemistry 302, Organic Chemistry II
Chemistry 303, Physical Chemistry I
Chemistry 391, 392, 491, or 492, Undergraduate Research
Chemistry 481 or 482, Chemistry Seminar

Research Emphasis would also take:

Chemistry 252, Intermediate Chemistry Laboratory II (Organic-Inorganic Synthesis)
Chemistry 304, Physical Chemistry II
Chemistry 351, Advanced Chemistry Laboratory I
Chemistry 352, Advanced Chemistry Laboratory II
Chemistry 353, Advanced Chemistry Laboratory III
Chemistry 406, Advanced Inorganic Chemistry
Chemistry 420, Instrumental Analysis

Biochemistry Emphasis would also take:

Biology 305, Molecular and Cell Biology
Biology 355, Molecular and Cell Biology Lab
Chemistry 331, Biochemistry
Chemistry 354, Biochemistry Laboratory
Chemistry 432, Advanced Biochemistry

Seven additional credits in lecture or lab from upper level Chemistry and selected Biology courses.

Business Emphasis would also take:

Economics 100, Principles of Macroeconomics
Economics 110, Principles of Microeconomics
Accounting 230, Introduction to Accounting I
Management 300, Principles of Management
Marketing 300, Marketing Principles and Practices
Marketing 310, Personal Selling or MS240 Organizational Information Systems

Secondary Education Emphasis would also take:

Chemistry 106, Elemental Geosystems
One year of Physics
Biology 105/155, Ecology and Evolution with lab
Biology 108/158, Attributes of Life with lab
Requirements for teacher education.

ACS Certified Degree would also take:

The requirements for Research Emphasis plus
Chemistry 331, Biochemistry
A minimum of three additional credits selected from the following courses:
Chemistry 354, Biochemistry Laboratory
Chemistry 422, Spectroscopy and Advanced Instrumentation

Chemistry 432, Advanced Biochemistry
Chemistry 491 or 492, Senior Research

James Millikin Scholars

James Millikin Scholars who major in chemistry are expected to take IN491, Honors Study Project, to complete requirements for the Honors Program. James Millikin Scholars, who are not chemistry majors, are welcome to do independent work with a faculty member in the department. Supervisors may be outside the department of chemistry, with the consent of the Chair of the Department of Chemistry. There will be three components to the six credits in IN491:

1. Chemistry 254, Introduction to Research, to be taken before beginning the research project;
2. Chemistry 391 or 392, Undergraduate Research;
3. Chemistry 481 or 482, Chemistry Seminar (or Biology 481 or 482, Senior Seminar), to be taken in the senior year. The results of the project will be presented orally. Students are expected to participate in the entire seminar course.

Honors in Chemistry

A student will be eligible for honors in chemistry at graduation if the student meets the following requirements: a grade point average of 3.25 or greater; a written thesis of honors caliber based on undergraduate research; and presentation of the results of the research at a meeting of a scientific society.

Designation of honors caliber requires the unanimous vote of a three-person evaluation team appointed by the Department of Chemistry. The team consists of two Chemistry Department faculty members and one other representative, preferably chosen from another institution or the Research and Development Department of an industrial company.

Undergraduate Research

On-campus research: Research is done on a single project over a period of two semesters. The supervising faculty member will usually be a faculty member of the chemistry department although, with consent of the Chair of the Department of Chemistry, the faculty mentor may come from another science department.

Off-campus research: With prior consent of the Chair of the Department of Chemistry, appropriate projects done in the summer or during the regular school year at a site off-campus may qualify as an Honors Study Project. Semester-long programs at Argonne or other federal laboratories would qualify as would summer programs at graduate universities and medical schools, summer programs at federal laboratories, and cooperative industrial work in research and development departments. Credit for undergraduate research is given for a minimum of six laboratory hours per week over two semesters or equivalent. At least one semester of research must be done on campus.

MINOR IN CHEMISTRY

A minor in chemistry may be earned by completing a minimum of 21 credits in chemistry courses numbered 151 or higher including at least 9 credits in courses numbered 300 or higher, but excluding Chemistry 203 and 205, Essentials of Organic and Biochemistry and Chemistry 314, Pharmacology. At least 4 credits in the minor must be laboratory courses or undergraduate research. Three of the upper-division credits may be earned by taking Biology 407, Molecular Genetics; Physics 362, Experimental Physics; or Physics 406, Quantum Mechanics.

Chemistry Courses (CH) (Credits)

102. Themes and Variations in Chemistry (4)

This course is a laboratory-centered course for non-majors in which elements of scientific methodology are investigated through common laboratory experiences and diverse themes. Topics might include: chemistry in literature, chemistry and the brain, the chemical elements, toxicology, environmental chemistry, pharmacology for non-majors, history of chemistry, or chemistry and health. The topics vary from semester to semester depending on the instructor. The laboratory component is designed to reinforce principles learned in lecture. Experiments might include analysis of water for hardness, acid/base properties of household chemicals or effectiveness of dishwashing liquid. Emphasis will be on careful observation, recording data, and contextualizing experimental outcomes.

106. Elemental Geosystems (3)

This course provides an introduction to the earth from a systems perspective. The atmosphere, lithosphere, hydrosphere, and biosphere and their relation to human life are topics of study. Pre-requisite: none.

110. Secondary Science, Content & Laboratory Development (3)

This course is designed for students who are planning to be certified in Illinois to teach middle or high school science. The modules are intended to help the student to fill in gaps in content knowledge. Students will complete instructional modules in the following topics: astronomy, earth science, instructional planning and assessment in science, national science education standards, and safety in the classroom. Cross-listed with BI110. Pre-requisite: Acceptance for Student Teaching. Co-enroll in ED425.

121. General Chemistry (3)

Designed for students majoring in the natural sciences and nursing, this course is an introductory survey of the essential concepts of chemistry. These include: substances, aqueous solutions, chemical reactions, molecular structure, states of matter, mass relations, equilibrium and electrochemistry. No particular background in high school chemistry is assumed although familiarity with basic algebra is essential. Students with a strong background in chemistry are urged to take a proficiency exam. Concurrent enrollment in Chemistry 151 is recommended. Pre-requisite: ACT math score of 25 or better or consent of instructor.

151. Introductory Chemistry Laboratory I (1)

Designed to be the first laboratory class in our project-based laboratory curriculum, this course should be taken together with Chemistry 121. Laboratory projects introduce students to basic instrumental techniques and experimental design. Projects include evaluating three methods for measuring trace amounts of iron in a water sample, distinguishing between pure substances and mixtures,

evaluating the water content and effectiveness of consumer products, and synthesis of organic acids. Emphasis is on careful observation, recording of data, planning experiments, laboratory safety and writing. One three-hour laboratory per week.

152. Introductory Chemistry Laboratory II (1)

Designed to be the second laboratory class in our project-based laboratory curriculum, this course should be taken together with Chemistry 222, Analytical Chemistry or Chemistry 224, General Inorganic Chemistry. The projects in this course include synthesis and analysis of an inorganic compound, investigating factors that affect the rate and outcome of a chemical reaction, and analysis of a problem in soil or water chemistry. Like other laboratory courses in the curriculum, emphasis is on careful observation, recording of data, planning experiments, laboratory safety and writing. The results of the final project are presented orally in a mini-symposium on water chemistry. One three-hour laboratory per week. Pre-requisite: Chemistry 151.

203. Essentials of Organic and Biochemistry (3)

A one-semester survey of organic and biochemistry, this course is the second course in a one-year survey of chemistry for nursing students, allied health majors and others requiring a brief introduction to the chemistry of living systems. Topics include a survey of organic functional groups and reactions most important in biochemistry followed by an outline of basic structural biochemistry and intermediary metabolism. This course does not count towards a chemistry major or minor and it does not satisfy the entrance requirements of medical, veterinary medical, or dental schools. Concurrent enrollment in Chemistry 205 required. Pre-requisite: Chemistry 121.

205. Essentials of Organic and Biochemistry Laboratory (1)

Designed to be the laboratory companion to Chemistry 203, this laboratory emphasizes projects that are related to clinical chemistry. Projects include the importance of pH on solubility, isolation of a natural product and identification of drugs. This laboratory does not count toward a chemistry major or minor and does not satisfy entrance requirements of medical, dental, or veterinary medical schools. One three-hour laboratory per week. Pre-requisite: Chemistry 151.

224. General Inorganic Chemistry (3)

This course is designed to be the first course for chemistry majors who received proficiency credit for CH121 and to be the principle follow-up of Chemistry 121 for students in the natural sciences. This course introduces the chemistry of metals and non-metals. Topics include: the chemistry of the nonmetallic elements, the chemistry of metals, atomic and molecular structure, solid state chemistry and industrial chemistry. Credit or concurrent enrollment in Chemistry 151 is required. Chemistry 152 is the companion laboratory course. Pre-requisite: Chemistry 121 or Chemistry 121 proficiency.

232. Analytical Chemistry (3)

This course, along with Chemistry 420, make up the core of analytical chemistry for majors. This course deals with solving quantitative and qualitative problems in analysis using volumetric, gravimetric, titrimetric and redox methods. There is an emphasis on quantitative problem solving and evaluation of methods and results. Acid-base equilibria and electrochemistry are central topics. Spectrophotometry and chromatography are also introduced. The course is especially useful for students interested in careers involving laboratory work. Chemistry 253 is the companion laboratory course. Pre-requisite: Chemistry 224.

251. Intermediate Chemistry Laboratory I (Analytical-Organic) (1)

Laboratory course combining organic and analytical chemistry to accompany Chemistry 301. Projects involve using spectrophotometry and chromatography to analyze pure substances and mixtures. One three-hour laboratory per week. Pre-requisite: Chemistry 152.

252. Intermediate Chemistry Laboratory II (Organic-Inorganic Synthesis) (1)

An integrated laboratory designed to illustrate modern methods of organic and inorganic synthesis; this is an alternate companion course to Chemistry 302. Green chemistry is a central theme of this course. Emphasis is placed upon experimental design, product isolation and product analysis. One three-hour laboratory per week. Pre-requisite: Chemistry 251 or consent of instructor.

253. Intermediate Chemistry Laboratory III (Analytical-Inorganic) (1)

Laboratory course combining inorganic and analytical chemistry to accompany Chemistry 232 or 302. The projects pose real world problems in which analytical methods must be developed, evaluated and then used to address the problems. Quality control, titrimetric, spectrophotometric and electrochemical methods are emphasized. One three-hour laboratory per week. Pre-requisite: Chemistry 152.

254. Introduction to Research (1)

Designed to bridge the gap between formal laboratory training and undergraduate research, this course is ideal for any student in the natural sciences who plans to do undergraduate research. Literature searching, experimental design and validation, computers and report writing culminating in a research proposal are emphasized. One three-hour discussion/activity per week. Pre-requisite: Two credits from Chemistry 251, 252, 253 or consent of department chair.

301. Organic Chemistry I (3)

The first course in organic chemistry for chemistry majors and those interested in professional studies. One semester survey course of the basic structure, bonding, nomenclature, stereochemistry, properties, and reactions of organic molecules. This course is the first in a two-tiered sequence. Any laboratory course in the 250 series may be taken as a co-requisite laboratory. Credit may not be received for both Chemistry 203 and 301. Pre-requisite: Chemistry 121.

302. Organic Chemistry II (3)

The second course in a two-tiered sequence, this course is designed to reinforce, expand, and add theoretical depth to the content of Chemistry 301. Reaction mechanisms are emphasized. Applications of organic chemistry to living systems are extensive; structural biochemistry of carbohydrates, steroids, and polymers is introduced. Any laboratory course in the 250 series may be taken as a corequisite laboratory. Pre-requisite: Chemistry 301.

303. Physical Chemistry I (3)

The first course in physical chemistry for chemistry majors. Topics include the laws of thermodynamics, elementary statistical thermodynamics, equilibrium, surface chemistry and physical chemistry of macro- molecules. Chemistry 351 and 353 are companion laboratory courses. Pre-requisite: Mathematics 240 and 1 year of Physics.

304. Physical Chemistry II (3)

Continuation of Chemistry 303, this course emphasizes applying quantum mechanics to understand chemical bonding and spectroscopy. Chemical kinetics also is covered. Cross-listed with Physics 304. Chemistry 351 and 353 are companion laboratory courses. Pre-requisite: Chemistry 303.

314. Pharmacology (3)

This course is designed to introduce pharmacologic concepts to enhance sound decision making, therapeutic interventions, and critical thinking for health care professionals. Students will explore the principles of pharmacology, including pharmacokinetics, pharmacodynamics, pharmacotherapeutics, lifespan and cultural factors, and legal and ethical implications. The focus will be on understanding the pharmacologic properties of major drug classifications and significant individual drugs, including generic and trade names, therapeutic uses, mechanism of action, interactions, and adverse drug effects, with special emphasis on nursing considerations. This course is suitable not only for majors in nursing and athletic training but majors in allied health, psychology, and other pre-professional health care majors. Cross-listed with Nursing 314, Pharmacology. This course does not count toward a major or minor in Chemistry. Pre-requisites: Biology 206, Biology 207, and Chemistry 121.

331. Biochemistry (3)

Designed for all majors in the natural sciences, this course discusses the organic and physical chemistry of life. Discussion is centered on the relationship between the structure and function of all biomolecules. Intermediate metabolism is introduced in detail. Energetics, kinetics and mechanism as well as interrelationships among pathways play an important role in the coverage. Chemistry 354 is the companion laboratory course. Pre-requisite: 4 courses in Chemistry including CH302.

351. Advanced Chemistry Laboratory I (1)

An advanced laboratory course for majors, this course stresses projects that measure the physical properties of pure substances and mixtures. Projects are done over the entire semester with each student team working and then reporting every three weeks both in written and oral form on specific elements of the project. Typical projects include enzyme kinetics, absorption, polymer structure, and synthesis of inorganic macrocycles. One three-hour laboratory per week. Chemistry 303 is the companion lecture course. Pre-requisite or corequisite: Chemistry 303.

352. Advanced Chemistry Laboratory II (1)

An advanced laboratory course for majors, this course is organized to function like an analytical services laboratory in industry. Instrumental methods are the basis for the analytical methods used in this course. Design of instruments, limits of detection, post-processing of data by computer, and laboratory quality control are emphasized. One three-hour laboratory per week. Chemistry 420 is the companion lecture course. Pre-requisite: Chemistry 303.

353. Advanced Chemistry Laboratory III (1)

An advanced laboratory course for majors, this course focuses on projects from different areas of chemistry as well as formal report writing. One three-hour laboratory per week. Pre-requisite: Chemistry 303.

354. Biochemistry Laboratory (1)

A project-based laboratory course in biochemistry emphasizing using new technologies to address real- world problems, working with microgram quantities and adapting methods from primary literature. Projects have included bioremediation, industrial fermentation, cloning of genes, and protein isolation. Chemistry 331 is the companion lecture course. Pre-requisite or corequisite: Chemistry 331.

391, 392. Undergraduate Research (1-3)

A laboratory research problem is carried out under the supervision of a chemistry faculty member, or other qualified scientist. This course is open to majors and interested non-majors. A literature survey, formal written report and attendance at research meetings are required. Chemistry majors also must give a seminar in Chemistry 481 or 482 on their results. May be repeated for additional credit. A minimum of three hours of laboratory work per week for every hour of credit is expected. Pre-requisite: Chemistry 254, 301, and 222 or 224, or consent of Department Chair.

406. Advanced Inorganic Chemistry (3)

Continuation of Chemistry 224, this course completes a one-year sequence in inorganic chemistry for majors. Topics include a systematic study of structure, bonding, reactions and periodic relationships of inorganic compounds including organometallics and bioinorganic compounds. Pre-requisite or corequisite: Chemistry 303.

413. Cell Biology (4)

A lecture/laboratory course in the methods of cell biology and the structure and function of cellular components. Cross-listed with Biology 313. Pre-requisite: Chemistry 331.

420. Instrumental Analysis (3)

Continuation of Chemistry 232, this course completes a one-year sequence in analytical chemistry for majors. It is designed to give students in chemistry and related fields a working knowledge of common instrumental techniques in current use, including chromatography, spectroscopy and electroanalysis. Chemistry 352 is the companion laboratory course. Pre-requisite or corequisite: Chemistry 304.

422. Spectroscopy and Advanced Instrumentation (3)

An elective for majors emphasizing spectral interpretation and identification of molecular structure using NMR, IR, MS and UV-visible methods. Principles and instrumentation used in analytical spectroscopy are discussed. The implementation, characteristics

and applicability of specific spectrochemical techniques also are covered. Pre-requisite or corequisite: Chemistry 304 and 420, or consent of instructor. Alternate years.

432. Advanced Biochemistry (3)

A seminar-style course in reading and understanding the primary literature in biochemistry. Individual oral presentations will include topics that delve deeply into current issues in biochemistry. Students will be expected to demonstrate competence in using Internet based tools and information. Pre-requisite: Chemistry 331 or consent of instructor.

470, 471. Chemistry Internship (1-4)

This activity provides students with learning, observing, research and work experience through direct contact with industry, research laboratories or governmental agencies. Pre-requisite: Junior or senior standing and consent of department chair. Students may earn a maximum of 4 credits in internship toward the chemistry major. Petitions to earn more than 4 credits will be evaluated by the department on an individual basis.

481, 482. Chemistry Seminar (1) per Semester

A combination of literature work with oral and written presentations by students on their undergraduate research. Lectures by visiting scientists and tours to chemical plants may be part of the course. Chemistry majors are required to register for at least one credit. Other students are encouraged to attend. A maximum of two credits may be earned in a seminar.

490. Advanced Topics in Chemistry (3)

Selected topics in chemistry covering fields of analytical, physical, inorganic, organic and biochemistry. Offered on demand. May be repeated for credit with a different topic. Pre-requisite: Junior standing and consent of instructor.

491, 492. Senior Research (1-4)

Students will carry out an advanced laboratory research problem under the supervision of a chemistry faculty member or other qualified scientist. This course is open to majors and interested non-majors. A literature survey, formal written report and attendance at research meetings are required. Chemistry majors must also give a seminar in Chemistry 481 or 482 on their results. May be repeated for additional credit. A minimum of three hours of laboratory work per week for every hour of credit is expected. Pre-requisite: Chemistry 304 and 391 or 392, or consent of department chair.

Communication

Jeffrey D. Brand (Chair)

Communication Department Faculty

Full-Time: Jeffrey D. Brand, W. Thomas Duncanson, Nancy Curtin-Alwardt, Todd Hauser, Matthew Tucker

Adjunct: Candace Baker, Melinda Rueter

The drive to communicate forms the basis for human social behavior and is a critical element of any organization or field of employment, regardless of technological advancement or changes. The study of communication provides the student with the knowledge and skills necessary to succeed in a rapidly changing society.

Communication majors move on to careers in the human services, media, sales, counseling, training and development, public relations, business, and publishing. Recent graduates are now working for radio and TV stations, attending graduate school, planning media events, working in universities, organizing PR campaigns, trading commodities and much more. A strong liberal arts background and intensive work in all aspects of communication uniquely qualify graduates for these positions.

The major in communication builds upon a critical foundation that blends theory, methodology, and practice to prepare students for more serious study in their own area of interest. This foundation introduces students to the theories and methods central to the investigation and understanding of communicative processes and provides them with the tools for more intensive study of areas such as media production, public relations, relational communication, organizational culture, and social issues. A broad range of additional coursework provides students with the tools for exploring these areas and others germane to their intellectual and career interests.

Students are encouraged to engage in practical application of their studies. All students have the opportunity to work at the campus radio station, WJMU. Both access to the Media Arts Center and work on the newspaper is possible with appropriate coursework. Off campus experiences, via internships, service learning projects, or study abroad programs, are particularly valuable for the major or minor.

The major consists of a minimum of 34 to a maximum of 43 credits in communication courses and 3 hours of additional tool courses. No more than three credits can be taken in Communication Laboratory and count toward the major or minor. No more than 6 hours of internship will count toward the major.

Major in Communication

All majors must take the following foundation courses (16 credit hours):

Communication 101, Introduction to Communication Theory

Communication 107, Argument and Social Issues

Communication 200, Public Speaking

Communication 204, Investigative Methods in Communication

Communication 308, Communication Ethics and Freedom of Expression, or other approved ethics course

Communication 480, Capstone Experiential Learning Seminar (1 credit)

In consultation with the faculty advisor, students select an additional 18 credits in communication electives, 9 of which must be numbered 300 or above, and 3 credits writing beyond the IN 150/151 courses. Students may choose to take an elective track in the major consisting of 18 hours of study in one of three areas: public relations, mass media/journalism, or organizational communication. All majors are required to take a senior internship in a professional area of interest.

Track 1: Public Relations

Communication 341, Organizational Culture
 Communication 456, Applications in Public Relations
 Communication 351/English 315/English 316, one approved writing course beyond IN 150/151 and department tool requirement
 Communication 260, 306, 360, 401, Communication elective course approved by advisor
 Communication 471, Internship in public relations field
 Communication xxx, additional Communication elective

Track 2: Mass Media/Journalism

Communication 225, Issues in Mass Media
 Communication 425, Media Law and Policy
 Communication 260, 306, 360, 401, Communication elective course approved by advisor
 A. Mass Media Concentration
 Communication 314 or 324, Advanced Production Course, Audio or Video
 Communication 472, Internship in media field
 Communication xxx, additional Communication Elective
 B. Journalism Concentration
 Communication 351 or English 315, Topics in Writing for Communication Professions or Newswriting II, beyond tool requirement
 Communication 472, Internship in journalism field
 Communication xxx, additional Communication elective

Track 3: Organizational Communication

Communication 310: Small Group Communication
 Communication 341, Organizational Culture
 Communication 343 or 344, Conflict or Leadership
 Communication 260, 360, 401, Psychology 305, or approved management course with advisor approval
 Communication 474, Internship in organizational communication field
 Communication xxx, additional communication elective

Minor in Communication

The minor in communication requires a minimum of 21 credits, including Communication 101, Introduction to Communication Theory; Communication 200, Public Speaking; and at least 9 credits in courses numbered 300 or above. Students wishing to complete a communication minor must consult with the Department Chair.

Communication Courses (CO) (Credits)

100. Interpersonal Communication (3)

This course is designed to help students become more reflective about their communication. Building on current theories of communication and relationships, it guides students to multiple ways of thinking about their communicative partners, and providing them with choices about their communicative practices. The focus is upon managing effective communication in relationships with friends, roommates, romantic partners, teachers, and parents.

101. Introduction to Communication Theory (3)

Introduces students to the communication discipline and the systematic study of human communication. Emphasis is placed on providing students with the theoretical grounding necessary for future work in the Department of Communication. In the course of the semester, they will also meet department faculty, learn about their scholarly interests and explore career opportunities.

107. Argument and Social Issues (3)

Introduces students to the process of argumentation. Students will be encouraged to discover and assess arguments existing in artifacts ranging from popular films to presidential addresses. Special attention will be paid to ethical dimensions of argument and to the impact new communication media and climates are having on the way we engage in community and national conversations about social issues.

110. Introduction to the Radio Industry (3)

Study of practical and theoretical applications of radio production techniques, including performance, programming, editing, sales and management.

120. Media Aesthetics (3)

Students will learn the vocabulary and concepts media professionals employ in describing the choices they make in using technology. Stress will be placed on the way productions can be designed to communicate complex and subtle messages.

181-5. Communication Laboratory (1)

Students involved in specific areas of applied communication may enroll in this course to earn credit for their work. Section 1 awards credit for work at WJMU; Section 2 earns credit for participation on the Ethics Bowl team; Section 3 awards credit for tutoring in the Media Arts Center; Section 4 awards credit for webmastering. Other sections may be available on an as-needed basis. Pre-requisite for Section 1 will be CO 110, Introduction to the Radio Industry or consent of the instructor. Section 2 pre-requisite is instructor consent. Section 3 pre-requisite is CO 324, Advanced Video Production and/or consent of instructor. Section 4 pre-requisite is EN 301, Web Publishing and/or consent of instructor.

200. Public Speaking (3)

Theory and practice in speech preparation and delivery. Emphasis is on inquiry, evidence, reasoning and decision making. Fulfills the Oral Communication Studies Requirement in the MPSSL.

204. Investigative Methods in Communication (3)

Introduces students to the varied research methodologies, both quantitative and qualitative, used in the communication discipline. Specific attention is paid to representative scholarship from the discipline to facilitate student understanding of the sources and applications of communication knowledge. Pre-requisite: CO 101 or consent of instructor.

220. Introduction to Video Production (3)

Designed to provide students with television production techniques as they pertain to single camera, electronic news gathering (ENG) and documentaries. Storyboarding, editing skills and script writing are emphasized. Production techniques under direct supervision of instructor will aid the student producer in creating news features and/or a documentary or original design.

225. Issues in Mass Media (3)

In order to more clearly understand the special problems of living in a world dominated by media technology, students will investigate the impact of mass media on American society. Topics include the role of the media in a democracy, ethics, objectivity, censorship, television and children, hegemony, demassification, pornography and other relevant issues. Pre-requisite: CO 101 or consent of instructor.

242. Business and Professional Communication (3)

The focus is on developing a working knowledge of the theory and skills for interpersonal communication, groups and teams, informative and persuasive presentations, and the use of communication technologies in business and professional presentations. Fulfills the Oral Communication Studies Requirement in the MPSSL.

251. Introduction to Public Relations (3)

Covers basic public relations principles and tools such as research, planning, media relations, press releases, public service announcements, brochures, newsletters, layout and printing techniques, position papers, and special events.

260. Seminar in Communication (1-3) Per Semester

Topics to be announced each year but may include topics such as media and culture, nonverbal communication and communication in close relationships. Pre-requisite: CO 101, communication major or consent of instructor.

306. Topics in Discourse Studies (3)

Critical studies of discourse in social context. Topics might include ethnic minority portrayals in the mass media, representations of law in popular culture, and the discourse concerning popular culture. Pre-requisite: Communication 101, junior or senior standing or consent of instructor.

308. Communication Ethics and Freedom of Expression (3)

Considers the place of communication in the human situation, critically evaluates theories of ethics, takes up at least one significant problem in applied communication ethics, and makes an examination of some of the famous texts concerning freedom of expression. Pre-requisite: CO 101 or consent of instructor.

310. Small Group Communication (3)

Designed to provide students with an understanding of theory, research and methods of group interactions. Practical applications stressed through study of roles, conflict and leadership. Pre-requisite: CO 101 or consent of instructor.

314. Advanced Radio Production and Performance (3)

Copywriting, interviewing, on-air performance, and new studio production techniques are studied and practiced. Students are responsible for several broadcast-ready productions. Pre-requisite: CO 110.

324. Advanced Video Production (3)

A more intensive study of advanced production techniques. Some of these include: script and treatment development, advanced camera and lighting techniques, nonlinear editing, and work with third party graphic and image manipulation programs. Pre-requisite: CO 220.

331. Relational Communication (3)

The study, critique and application of the theory and research in communication amid close relationships. It examines the role communication plays in the construction, maintenance, repair and dissolution of friendships, romance and family. Pre-requisite: CO 101 or consent of instructor.

332. Gendered Communication (3)

The course explores the relationship between communication, gender, and culture in various contexts such as in the media, relationships and organizations. Also, in analyzing these various contexts we investigate how gender is culturally constructed through communication by examining expectations, identities, roles, similarities, and differences. Pre-requisite: CO 101 or consent of instructor.

341. Organizational Culture (3)

Examination of the theories of communication within an organization. Topics include formal and informal networks, leadership and management styles, human relations, corporate culture, communication audits and training. Practical application through case studies, simulation and analysis of local companies. Pre-requisite: CO 101, junior or senior standing or consent of instructor.

343. Communication and Conflict (3)

Introduces students to effective strategies for addressing conflict and mediating disputes. Participants analyze the ways they handle conflict and investigate theoretical approaches to conflict mediation.

344. Leadership (3)

Focuses on the key concepts of leadership and application of those concepts in real-world scenarios. Effective participation in this course should help the student better understand the complex interconnections between power, leadership, and group processes.

351. Topics in Writing for Communication Professions (3)

Specialized workshops in writing for students seeking to develop skills for mass media and public communication professions. Topics will include: Radio-Television Newswriting, Speech Writing, and Public Relations Writing. Pre-requisite: Communication 101, junior or senior standing or consent of instructor.

360. Seminar in Communication (3)

An intensive, junior-senior level study of a particular topic or communication context. Pre-requisite: Communication 101, Communication major or consent of instructor.

371-2. Internship (1-3, maximum total 3)

Opportunities for majors to work with local businesses and agencies in order to receive practical experience. Maximum of three credits. Pre-requisite: 2.0 grade point average and junior Communication major, or consent of Department Chair.

391- 394. Independent Study (1-3) Per Semester

Directed study in a topic chosen jointly by student and instructor, with approval of Department Chair.

401. Topics in Persuasion (3)

Emphasizes the theoretical concepts that explain the process and effects of persuasion from both the source and the target perspective. Application of theories to the classroom, law, advertising, politics, marketing, interpersonal influence, corporate advocacy and social movements. Pre-requisite: junior or senior standing, CO 101 or consent of instructor.

425. Media Law and Policy (3)

Seminar on topics concerning rights and obligations of mass media in the legal and regulatory environment. Also discussed will be the social implications and the economics of media policy behind these issues and their influences on public debate and knowledge. Research and discussion cover areas such as privacy, libel, obscenity, prior restraint, free press v. fair trial, censorship, copyright, and other constitutional problems. Pre-requisite: CO 225 and junior or senior standing, or consent of instructor.

432. Intercultural Communication (3)

A seminar focusing on the ways in which cultures vary and how these variations impact communication between cultures.

456. Applications in Public Relations (3)

Continuation of Communication 251, applying public relations skills to campaigns and crisis situations. Emphasizes crisis planning, ethics, media buying, budget management, fund-raising and direct mail. Pre-requisite: CO 251.

471-5. Senior Track Internship (1-6, 6 maximum, all terms)

Opportunities for senior majors to work with local businesses and agencies in order to receive practical experience. All seniors will complete an internship or experiential learning experience in their professional track. Must be taken in conjunction with CO 480: Capstone Experiential Learning Seminar. Maximum of three credits. Pre-requisite: 2.0 grade point average and senior Communication major, or consent of the Department Chair.

480. Capstone Experiential Learning Seminar (1)

Taken in conjunction with CO471-5, an opportunity for reflection on the graduating major's internship or service learning experience and anticipation for the student's entry into work and opportunities beyond undergraduate education.

Computer Science

See listing under Mathematics

English

Randy M. Brooks (Chair)

English Department Faculty

Full-Time: Purna Banerjee, Carmella Braniger, Randy Brooks, Judi Crowe, Devon Fitzgerald, Stephen Frech, Michael W. George, Lisa Klotz, Anne Matthews, Sandra McKenna, Priscilla Meddaugh, Jim Meyer, Michael O'Conner, Peiling Zhao

Adjunct: David Matthews, Greg Sullivan

With an emphasis on learning by reflective action, Millikin offers three English majors: (1) writing, (2) literature and (3) English education. We emphasize student performance as writers, readers and teachers of English—offering an educational journey through great works of the past, exploring intriguing writings of the present, and preparing students to write, edit, publish or teach in the future. Millikin English students engage in the process of making meaning with texts AND learn by reflecting on those language processes.

Contemporary English studies integrate text analysis (critical reading) and text production (writing and publishing). Our English faculty and students consider multicultural contexts as well as employing the latest digital technologies for editing and publishing.

The major in English studies at Millikin serves both the liberal arts student with a strong interest in literature and writing as well as the student who plans to enter a profession such as teaching, web design, journalism, publishing, library science, medicine, professional writing, business or law. English is an excellent preparation for any profession or career that requires clear thinking and writing. English studies provide a rich understanding of human experience, culture, and contemporary issues. The Department offers courses in the writers and cultural traditions of England and America, as well as international literature in translation, contemporary rhetoric, professional writing, creative writing, film, journalism, web publishing, and print media publishing.

The Core Curriculum

All majors in English studies take the 1 credit “Introduction to Millikin English Studies” the first semester they become an English major. All English majors also complete 18 credits in literary and rhetorical traditions and at least 6 credits in advanced writing studies and at least 3 credits in computer publishing technology. Each of our three English majors also requires a minimum of 12 additional advanced studies credits within the specified major. The core curriculum provides a strong foundation in literary, rhetorical, and cultural traditions. The core also ensures that all English majors graduate with expertise in advanced writing and the use of computer publishing technologies.

Writing Major Requirements

All writing majors take the 1 credit “Introduction to Millikin English Studies” and 18 credits in literary traditions and an additional 9 credits of advanced writing courses in one of our three areas of concentration: (1) Journalism, (2) Professional Writing, Publishing & Rhetoric, or (3) Creative Writing. Writing majors have 3 credits in applied writing theory, and the capstone requirement for a writing major is a 3 credit senior writing portfolio. Writing majors take 3 additional hours of advanced writing outside their area of concentration and 3 hours in publishing technology. Students often complete a professional writing internship and several 1 credit writing roundtable workshops.

1 credit Introduction to Millikin English Studies

EN105 Introduction to Millikin English Studies

18 credits in Literary & Rhetorical Traditions

Although many English students fulfill the literary and rhetorical traditions requirement with survey courses, there are additional designated course options within each category. See the department course descriptions each semester to determine which tradition requirement is fulfilled by particular courses that semester.

3 credits in Classical & Medieval Traditions

EN241 Western Classical Traditions

3 credits in Shakespeare

EN325 Studies in Shakespeare

3 credits in English Traditions to 1700

usually EN321 Major English Authors 1

3 credits in English Traditions from 1700-Modernists

usually EN322 Major English Authors 2

3 credits in American Traditions to 1900

usually EN231 American Literature Through Twain

3 credits in Literature & Culture from 1900 to the Present

see topics offered or take EN232 American Literature After 1900

3 credits in Publishing Technology

All three English majors require 3 credits in computer publishing technology. The following courses can count as publishing technology studies.

EN270 Computer Aided Publishing

EN351 Web Publishing

EN382 Advanced Publishing Projects

3 credits in EN310 Applying Writing Theory

EN310 Applying Writing Theory

3 credits in EN410 Senior Writing Portfolio

EN410 Senior Writing Portfolio

9 credits in an Advanced Writing Concentration

Students majoring in writing are required to develop an area of advanced writing expertise. Writing majors take at least three advanced writing studies courses (9 credits) in one of three tracks: (1) Journalism, (2) Professional Writing, Publishing & Rhetoric, or (3) Creative Writing. Writing majors also take at least one advanced writing course from another area of writing expertise.

Advanced Writing Journalism courses include:

EN215 Journalism: News Writing I

EN315 Journalism: News Writing II

EN316 Journalism: Feature Writing

EN380 Topics in Journalism

EN480 Professional Writing Internship (in Journalism)

Advanced Professional Writing, Publishing & Rhetoric courses include:

- EN200 Writing Seminar
- EN210 Business and Professional Writing
- EN270 Computer Aided Publishing
- EN301 Advanced Writing Topics
- EN305 Web Publishing
- EN382 Advanced Publishing Projects
- EN480 Professional Writing Internship (in professional writing, rhetoric or publishing)

Advanced Creative Writing courses include:

- EN200 Writing Seminar
- EN201 Introduction to Creative Writing
- EN300 Advanced Creative Writing
- EN480 Professional Writing Internship (in creative writing or literary publishing)

3 credits in an Advanced Writing Outside Your Concentration

Take at least one 3 credit course outside your area of advanced writing concentration from any of the courses listed in the other areas of advanced writing studies.

Literature Major Requirements

All literature majors take the 1 credit “Introduction to Millikin English Studies” and 18 hours in literary traditions and an additional 9 hours of advanced literary studies. Literature majors are also required to take 6 hours of advanced writing courses and 3 hours in publishing technology. All literature majors are required to take EN202 Writing About Literature as the introductory course for the literature major. EN202 counts as one of the advanced writing courses for literature majors. Literature majors are required to take EN420 Seminar in Literature during their senior year as a capstone experience in literary studies. Although it is not required, literature majors are also encouraged to take a course in international literature. Many literature majors also complete EN470 Teaching Writing Internship, especially if they are planning to pursue graduate studies, or they take up to 6 elective credits in English studies. Literature students often complete an internship or several 1 credit roundtable workshops.

1 credit Introduction to Millikin English Studies

- EN105 Introduction to Millikin English Studies

18 credits in Literary & Rhetorical Traditions

Although many English students fulfill the literary and rhetorical traditions requirement with survey courses, there are additional designated course options within each category. See the department course descriptions each semester to determine which tradition requirement is fulfilled by particular courses that semester.

- 3 credits in Classical & Medieval Traditions
usually EN241 Western Classical Traditions
- 3 credits in Shakespeare
EN325 Studies in Shakespeare
- 3 credits in English Traditions to 1700
usually EN321 Major English Authors 1
- 3 credits in English Traditions from 1700-Modernists
usually EN322 Major English Authors 2
- 3 credits in American Traditions to 1900
usually EN231 American Literature Through Twain
- 3 credits in Literature & Culture from 1900 to the Present
see topics offered or take EN232 American Literature After 1900

9 credits in Advanced Literary Studies

Each literature major selects at least three advanced literary studies courses (9 credits) in different genres or literary history from four possible areas:

- EN340 Studies in Poetry
- EN350 Studies in Drama
- EN360 Studies in Fiction
- EN366 Studies in Literary History

3 credits in EN420 Seminar in Literature

- EN410 Senior Writing Portfolio (topics vary each spring)

6 credits in Advanced Writing Studies

EN202 Writing About Literature
Literature majors must take EN202 Writing About Literature as one of their advanced writing studies courses. The following courses can count as the second required advanced writing studies:

- EN200 Writing Seminar
- EN201 Introduction to Creative Writing
- EN210 Business and Professional Writing
- EN215 Journalism: News Writing I
- EN300 Advanced Creative Writing
- EN301 Advanced Writing Topics
- EN315 Journalism: News Writing II
- EN316 Journalism: Feature Writing

EN380 Topics in Journalism
EN480 Professional Writing Internship

3 credits in Publishing Technology

All literature majors are required to take 3 credits in computer publishing technology. The following courses can count as publishing technology studies.

EN270 Computer Aided Publishing
EN305 Web Publishing
EN382 Advanced Publishing Projects

English Education Requirements

All English Education majors take the 1 credit “Introduction to Millikin English” and 18 hours in literary traditions and an additional 13 hours of required English Education courses, including a 3 hour senior capstone internship in teaching writing. English Education majors are required to take 6 hours of advanced writing courses and 3 hours in web publishing. In addition, they take 6 hours of communication courses.

All English Education students take several Education courses (see the secondary education requirements), culminating in a semester of student teaching and senior teaching portfolio. To prepare for professional success as a teacher, English Education majors complete 32 hours of education courses.

1 credit Introduction to Millikin English Studies

EN105 Introduction to Millikin English Studies

18 credits in Literary & Rhetorical Traditions

English Education majors fulfill the traditions requirements with the following designated traditions courses.

3 credits in Classical & Medieval Traditions

EN375 History of the English Language

3 credits in Shakespeare

EN325 Studies in Shakespeare

3 credits in British Literature

EN321 Major English Authors 1 or EN322 Major English Authors 2

3 credits in International Literature

EN335 International Literature

3 credits in American Traditions to 1900

EN231 American Literature Through Twain

3 credits in Literature & Culture from 1900 to the Present

EN222 Adolescent Literature

13 credits in the following Advanced English Education Studies

EN232 American Literature from 1900 to the Present

EN235 Language Arts Methods for Secondary Schools

EN310 Applying Writing Theory

EN425 Advanced Methods of Teaching Language Arts

EN470 Teaching Writing Internship

6 credits in Communication Studies

CO200 Public Speaking

CO310 Small Group Communication

6 credits in Advanced Writing Studies

EN202 Writing About Literature

EN275 Modern English: Varieties and Structures

3 credits in Publishing Technology

EN305 Web Publishing

Minor in Literature

The minor in literature consists of any 21 credits in English. Nine of the 21 credits must be in courses numbered 300 and above. Critical Writing, Reading, and Research courses (IN150 and IN151) do not count towards the minor. Literature minors are encouraged to take EN420 Senior Literature Seminar as the capstone course for the minor.

Minor in Writing

The minor in writing consists of 21 credits in English. Fifteen of these credits must be in writing courses. Nine of the 21 credits must be in courses numbered 300 and above. Critical Writing, Reading, and Research courses (IN150 and IN151) do not count towards the minor. Writing minors are encouraged to take EN410 Senior Writing Portfolio as the capstone course for the minor.

Honors in English

A student who majors in Writing, Literature or English Education may earn Honors in English at graduation by maintaining a 3.7 grade point average in all English courses and a 3.5 overall grade point average. Honors in English recognizes excellent academic achievement throughout the graduating student's undergraduate English studies. Each eligible graduating senior is invited to share a sample of excellent work at the Honors in English Award Showcase at the end of each semester.

English Courses (EN courses) That Fulfill the CAS Literature Requirement

Note that EN courses in writing and publishing do not fulfill the literature requirement of the College of Arts and Sciences. The following courses do fulfill the literature requirement: EN120, EN220, EN222, EN231, EN232, EN233, EN234, EN241, EN250, EN321, EN322, EN325, EN331, EN340, EN350, EN360, EN366, EN420 and approved course offered within the University Studies curriculum (designated sections of IN250, 251, 350, or from within the ICS distribution requirement), or another course approved by the College.

100. English Fundamentals (1)

Tutorial providing instruction and practice in grammar, usage, punctuation and spelling. To be taken in conjunction with Interdisciplinary 150 Critical Writing, Reading and Research I. Graded on a pass/fail basis.

105. Introduction to Millikin English Studies (1)

This one-credit roundtable, required of all English majors or minors and open to any students interested in exploring the English majors, introduces students to the learning opportunities and experiences available through English Studies at Millikin University. Content includes an introduction to typical learning communities in English Education, English Writing and English Literature majors. Students will examine the curriculum requirements and opportunities for study in each major, including possible career choices. Exposure to "doing" English Studies is emphasized, with presentations on the Writing Center, Bronze Man Books, the *Decaturian*, the *Collage* Literary Magazine. Expectations include attendance at campus events and activities that are English Studies-related.

110. ESL Tutoring Roundtable (1)

This Tutoring Roundtable provides those interested in tutoring with an understanding of the English as a Second Language student writing experience, the kinds of writing that might be generated and why, and offers insight into the needs and concerns of these writers. Students in this class will have the opportunity to learn about and apply useful and effective tutoring strategies and tools for working with ESL students. Upon completion of this course, students will have developed an understanding of the background of the ESL writer and ESL writing issues, be able to identify common as well as some of the unique challenges ESL students may have with writing and communicating, and will have developed, practiced, and demonstrated a repertoire of strategies and tools for addressing ESL student writing needs.

111. ESL: Beginning Listening and Speaking (3)

English as a Second Language: Beginning Listening and Speaking offers opportunities to practice listening and speaking skills necessary for academic and social settings for students whose first or primary language is not English. It helps students practice listening skills such as listening to college lectures, dialogues, and group discussions. It also emphasizes speaking skills such as pronouncing words correctly, speaking sentences with correct stress and intonation, and making short oral presentations.

112. ESL: Beginning Reading and Writing (3)

English as a Second Language: Beginning Reading and Writing offers opportunities to practice reading and writing skills necessary for academic and professional settings for students whose first or primary language is not English. It emphasizes skills and strategies to improve reading comprehension, expand vocabulary, and conduct basic research. Students develop skills and strategies to generate ideas for academic essays, develop paragraphs for better cohesion and coherence, revise and proofread for better organization and correct grammar.

113. ESL: Intermediate Reading and Writing (3)

English as a Second Language: Intermediate Reading and Writing is required of all ESL students with below-standard TOEFL score and open to all ESL students. This course facilitates a transition for ESL students into mainstream academic learning environment by focusing on reading and writing strategies at an intermediate level. Students will learn various reading strategies through intensive reading, extensive reading, and timed reading practices. Students will practice effective writing skills and diverse rhetorical strategies. Students will learn research strategies and practice documentation.

120. Approaches to Literature (3)

An introduction to literature and to basic methods of literary analysis and interpretation. Includes reading of short fiction, novels, poetry, and drama. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

160. Reading Roundtable (1)

The Reading Roundtable offers students the opportunity to read significant works of literature, and to learn techniques of participating in-and leading-discussions about literature. Topics vary from semester to semester.

170. Creative Writing Roundtable (1)

The Writing Roundtable meets weekly as a reader response workshop. Students share and respond to ongoing creative writing projects, concluding with a formal presentation or publication by participants. Each semester the roundtable focuses on a different emphasis such as poetry, playwriting, screenwriting, folklore, haiku, fiction or writing for children.

175. English Language Arts Education Roundtable (1)

English Language Arts Education Roundtable offers students the opportunity to become involved in professional organizations in English language arts education. The course may focus on a professional conference (which students will attend) or on a professional organization (which students will join). Students will become familiar with the goals and activities of these organizations.

180. Introduction to Tutoring Roundtable (1)

Introduction to Tutoring Roundtable aims to provide students with theoretical and experiential grounding in peer tutoring of writing, allowing them to move from the traditional role of instructed subjects to a more dynamic role as peer tutors and collaborators. Throughout the course our concerns will be practical as well as pedagogical. We begin by examining the philosophy of the Writing Center and how that fits into the theoretical/pedagogical approaches to peer tutoring, and move into practice, focusing on interpersonal dynamics, audience adaptation, and collaborative learning. Students will engage in active sharing and development of tutoring styles, skills, and strategies, investigate writing in the disciplines, and engage in self-reflection concerning the practice of peer tutoring. This

course will be a combination of discussion, lecture, reflection, group work, and tutor presentations that will allow us to opportunities to share, analyze, and critique as well as connect theory and pedagogy to real world tutoring experiences.

200. Writing Seminar (3)

A course in non-fictional prose, emphasizing clarity of style, audience and development of ideas. Content will vary semester to semester. Representative topics include persuasion and argument, the variety of non-fiction, writing in academic disciplines, research and extended essays. Pre-requisite: sophomore standing or consent of Department Chair.

201. Introduction to Creative Writing (3)

An introduction to writing in three genres: fiction, poetry, and drama. Special attention given to techniques of characterization, dialogue, diction, phrasing, plotting, narration, description and prosody. Includes a writing project designed by each student.

202. Writing About Literature (3)

This is an entry level course to learn to write about literature, with special emphasis on literary criticism and critical approaches. The course begins with forms of writing about literature for the general public—book and film reviews, personal essays, diaries and journals. The course then moves to careful reading and close textual analysis, with written forms to include explication and interpretation based on primary texts from a variety of authors and genres. Finally the course includes basic critical approaches to reading literature, such as feminist, formal, cultural studies, biographical, and psychological. Students compile a portfolio of writing by the end of the course. Required of all literature and English Education majors, this course fulfills one of the advanced writing requirements for all English majors. Usually taken in the sophomore year. Pre-requisite: IN 151 or consent.

210. Business and Professional Writing (3)

In this course, students investigate the role of writing in various professions and develop problem solving strategies for writing effective letters, memos, case studies, summaries, reports and resumes. This course emphasizes conciseness, clarity and persuasiveness. Pre-requisite: IN 151 or consent.

215. Journalism: Newswriting I (3)

Introduction to basic methods of news reporting and writing. Students learn Associated Press style basics and an introduction to journalism ethics while writing the basic types of news stories: obituaries, advances, follow-ups, breaking news, controversy and research-based. Focuses on print journalism, but also addresses broadcast newswriting.

220. Literary Topics (3)

Readings in literature that focus on a particular topic. Offerings vary semester to semester and include such topics as gender roles in literature, death and dying, the Holocaust, ethnic voices in America, the Nobel Prize in literature, and science fiction. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

222. Contemporary Adolescent Literature (3)

Students read and study a large variety of adolescent literature generally taught in middle and high school classes, examining issues related to the reading and teaching of adolescent literature, including the relationship of adolescent literature to “classic” literature. Students explore the depiction of “young adulthood” in these texts and the relation of “young adults” to other groups, the differences among young adults, and the role of family, education, media and other social institutions in young adult life. Recommended for all Education majors, especially language arts students. Pre-requisite: IN 151 or consent.

231. American Literature through Twain (3)

Study of major American writers from beginnings to 1900, including Bradstreet, Franklin, Poe, Thoreau, Hawthorne, Melville, Douglass, Stowe, Whitman, Dickinson and Twain. Examines these writers in cultural, intellectual and historical context. Pre-requisite: IN 151 or consent.

232. American Literature from 1900 to the Present (3)

Study of modern American writers, including such figures as James, Chopin, Fitzgerald, Cather, Hemingway, O’Neill, Faulkner, Williams, Steinbeck, Eliot, Frost, Plath and Walker. Examines these writers in cultural, intellectual and historical contexts. Pre-requisite: IN 151 or consent.

233. Traditions in African American Literature (3)

From Phillis Wheatley to Edward P. Jones, from spirituals to folk tales, from slave narratives to postmodern novels, students study major African American authors, literary forms, and themes in their social, historical, and cultural contexts. Topics and authors may vary from semester to semester. Fulfills College of Arts and Sciences literature requirement; if cross-listed, fulfills U.S. Cultural Studies requirement. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

234. American Multicultural Literature (3)

An introduction to American writers from diverse cultural backgrounds. The course will examine culturally specific questions, as well as cross-cultural issues of race, class, gender, and sexuality. Topics and authors may vary from semester to semester. Course may include authors such as Toni Morrison, Zora Neale Hurston, Sandra Cisneros, Julia Alvarez, Sherman Alexie, Audre Lorde, Richard Rodriguez, Philip Roth, Maxine Hong Kingston and/or N. Scott Momaday. Fulfills College of Arts and Sciences literature requirement; if cross-listed, fulfills U.S. Cultural Studies requirement. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

235. Methods for Teaching Secondary Language Arts (3)

Introduction to methods and materials for teaching listening, speaking, reading, and writing with an emphasis on language development across the curriculum. Helps students combine theory, research and practice into sound strategies for teaching English in middle, junior, and senior high schools. Students begin to develop a philosophy of secondary Language Arts teaching and learn how to

plan instruction that is consistent with that philosophy and with various national, state, and school district standards and guidelines. The English segments of the Education Portfolio will also be initiated. Pre-requisite: IN 151 or consent.

241. Western Classical Traditions: Literature, Rhetoric & Culture (3)

Examines the role of literature and rhetoric in society. The course examines the tension between oral traditions and the emergence of a radical new technology called ‘writing’ through close reading of primary texts such as *The Odyssey*, Greek drama, Aristotle’s *Rhetoric* and *Poetics*, Plato’s *Phaedrus* and *Gorgias*, and Longinus “On the Sublime”. Pre-requisite: IN 151 or consent.

250. Introduction to Film (3)

Introduction to viewing film as an art form, with some emphasis on technique, the history of film, and the relation between film and literature. Includes such films as Chaplin’s *The Gold Rush*, Keaton’s *The General*, *Citizen Kane*, *The African Queen*, *Psycho*, *Cat Ballou*, and *2001: A Space Odyssey*. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

270. Computer-Aided Publishing (3)

An introduction to computer-aided publishing for print-media production. A workshop of simple to more complex publication projects that develop three essential roles: (1) the user of computer-aided publishing technology, (2) the publication designer, and (3) the manager of the publishing process.

271. Copyediting (1)

This is a one-credit workshop on professional copyediting. This course helps students master copyediting skills, including the ability to edit others’ writing for accuracy and completeness. Through a carefully sequenced series of case studies, students learn conventions and professional editing practices for the workplace.

275. Modern English: Varieties and Structures (3)

Modern English: Varieties and Structures provides an introduction to the linguistic study of modern American English. Major topics include varieties of modern English in the US, the phonology of English and its relationship to spelling, and the syntax and morphology of modern English.

280. Journalism Laboratory (1)

Staff members of the *Decaturian*, Millikin’s student newspaper, receive credit for making a regular contribution to the paper for the semester, writing and performing other weekly duties for each issue. Participants create a portfolio reflecting on their development during the semester. This course can be repeated each semester for up to eight credits. Pre-requisite: EN 215 Newswriting I or consent of instructor.

295. Community Literacy (1-3)

This course is intended for students—majors and non-majors—interested in developing skills in community literacy programs. This course fosters links to the community, enables off-campus learning, and provides valuable instruction in working with programs such as Project READ.

300. Advanced Creative Writing (3)

Advanced workshops in creative writing, such as the short story, playwriting, poetry, or a special theme. Topic varies by semester. Pre-requisite: English 201 or consent of instructor.

301. Advanced Writing (3)

Specialized topics in writing at the advanced level, including such representative areas as the persuasion, resistance, public relations, technical writing, grant writing, science writing and report writing. Includes an extended writing project. Pre-requisite: IN 151 or consent.

305. Web Publishing (3)

This course is an introduction to writing, editing and publishing web sites for a variety of rhetorical purposes. Students examine the history of publishing technology and the remediation of print media conventions into web publications. Major topics include the integration of visual and verbal elements including writing, graphics, photographs, video, audio elements into rhetorically effective new hypertext media. As a workshop students learn to use the latest professional web design technologies for campus and off-campus clients.

310. Applying Writing Theory (3)

An introduction to contemporary writing theories with an emphasis on applying these theories to the student’s own writing processes and strategies. Also examines the history and application of writing theory to the teaching of writing. Includes an overview of invention strategies, the role of audience, the aims of discourse, approaches to style and methods of arrangement in writing and the formal study of grammar. Pre-requisite: an advanced writing course.

315. Newswriting II: Beat Reporting (3)

Expands on principles covered in EN 215 Newswriting I. Students identify a specific “beat” (i.e. covering a particular sport, news beat, organization’s activities) and develop expertise and source building by covering the same beat for the semester. Pre-requisite: EN 215 Newswriting I.

316. Journalism: Feature Writing (3)

An advanced journalism course focusing on feature writing. Students analyze award-winning feature stories and research and write their own in-depth newspaper/magazine style features. The course also covers editorials and reviews. Pre-requisite: English 215 or consent of instructor.

321. Major English Authors I (3)

Reading and analysis of major writers of English literature from the beginnings to the end of the 18th century. In a typical semester, students will read such works as Beowulf, Sir Gawain and the Green Knight, selections from Chaucer's *Canterbury Tales*, the sonnets and at least one major play of Shakespeare, Marlowe's *Dr. Faustus*, Milton's *Paradise Lost*, Swift's *Gulliver's Travels* and Boswell's *Life of Johnson*. Students will also trace the evolution of the English language and the major cultural and political events of each period. Pre-requisite: IN 151 and 1 literature course.

322. Major English Authors II (3)

Reading and analysis of major writers of English literature from latter part of the 18th century to the present. Includes writers of the Romantic period (Wordsworth, Coleridge, Keats, Byron, Austen, and the Shelleys), Victorian period (Tennyson, Browning, Dickens, the Rosettis, Eliot, Hardy), and Modern period (Yeats, Joyce, Woolf, Conrad, Lawrence, Auden and others). Pre-requisite: IN 151 and 1 literature course.

325. Studies in Shakespeare (3)

Studies in Shakespeare offers specialized topics in Shakespeare studies from both literary and theatrical perspectives. Topics and readings vary from semester to semester and include a historical perspective of the early modern period, Shakespeare's life, drama, and poetry. A minimum of five plays will be covered each semester. Fulfills Shakespeare requirement for literature, writing and English education majors, Arts & Sciences literature requirement, and dramatic literature requirement for Theater. Pre-requisite: IN 151.

331. International Film (3)

An introduction to the global traditions of film, emphasizing the universal nature of cinema. Examination of the language of film analysis will be combined with an historical survey of developments in worldwide cinema, and a discussion of the idea of the director as "auteur" or author of a film. Topics, which can vary from semester to semester, may include Italian neorealism, the French New Wave, the New German Cinema, Hong Kong cinema, Indian cinema, Dogme 95, and the work of international directors like Antonioni, Bergman, Bunuel, Fellini, and Kurosawa. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement or the International Cultures and Structures requirement.

335. International Literature (3)

International Literature emphasizes an in-depth comparative study of texts, themes, genres, and authors from literatures of the world, representing one or more of the following areas: Africa, Asia, the Caribbean, Europe, India, Latin American, and the Middle East. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement or the International Cultures and Structure requirement.

340. Studies in Poetry (3)

Readings in special areas of poetry, including a single major writer, period, form or theme. Content will vary from semester to semester. Representative topics include Chaucer, Renaissance love poetry, Global haiku, the sonnet, the Romantic poets, Pound and Eliot, and Contemporary Poetry. Pre-requisite: IN 151.

350. Studies in Drama (3)

Specialized topics in drama at the advanced level. Content varies from semester to semester. Representative topics include Elizabethan and Jacobean tragedy, Greek and Roman drama, African-American performance literature, modern and contemporary plays. Pre-requisite: IN 151.

360. Studies in Fiction (3)

Specialized approaches to short fiction and novels at an advanced level. Topics and readings vary from semester to semester. Representative topics include major women writers, fiction into film, the post-modern novel, and the classic English novel. Pre-requisite: IN 151.

366. Studies in Literary History (3)

Advanced study of literature in historical, intellectual and cultural context. Offerings vary semester to semester and include medieval, Renaissance, 18th century, romantic, Victorian, modern, and contemporary. Pre-requisite: IN 151.

370. Studies in the English Language (3)

Students will examine the major periods in the development of the English language, study contemporary linguistic analyses of English, and explore how the use of language varies according to region, gender and social status. Pre-requisite: IN 151.

375. History of the English Language (3)

History of the English Language provides an introduction to the history of the English language. Major topics include the Anglo-Saxon base; the effects of the Norman Invasion; changes in vocabulary and semantics due to borrowings from French, Latin, and other sources; and changes in morphology and phonology. Illustrative texts will include selections from Beowulf, Chaucer, and other Old and Middle English works. Pre-requisite: IN 151.

380. Studies in Journalism (3)

Specialized topics in journalism at the advanced level. Content varies from semester to semester. Representative topics include investigative reporting, advanced feature writing, review/editorial writing, history of journalism, editing and newspaper publication design. Pre-requisite: EN 215 Newsriting 1.

382. Advanced Writing and Publishing Projects (1-3)

Highly qualified students collaborate with faculty on scholarly, writing, or publishing projects. Topics vary including advanced web publishing, advanced web graphics, literary editing, the history of book production, arts of publishing, broadside publishing, and production positions for the student-run Bronze Man Books publishing company.

410. Writing Portfolio (3)

Senior writing majors and other highly qualified students develop a professional writing portfolio. Also includes preparation for careers and professions in writing. Offered only in the fall. Pre-requisite: senior writing major or minor or consent of instructor.

420. Seminar in Literature (3)

Advanced seminar in which students complete a major project in literary study or writing. Emphasis and topic vary semester to semester. Representative topics include recent trends in literary criticism, autobiography, American Romanticism, Poe, Twain and the Beat Generation. Pre-requisite: senior literature major or consent of instructor.

425. Advanced Methods of Teaching Language Arts (1)

This one-credit course continues the teaching of specific methods of Language Arts instruction in secondary schools and is a follow-up to the EN235 Methods course. The course's specific focus is on planning and organizing a multi-part unit of instruction for implementation during student teaching. Also included are research opportunities for identifying instructional resources along with peer critiques of specific lessons designed within the unit plan. Pre-requisite: EN235 Methods of Teaching Secondary Language Arts.

470. Internship in the Teaching of Writing (3)

Students work with a faculty member teaching Interdisciplinary 150 helping to design assignments, tutor students, and read about and discuss various composition theories. This course is required for English education majors and encouraged for all English majors planning to attend graduate school. Pre-requisite: consent of instructor.

480. Professional Writing Internship (1-3)

The internship provides qualified students an opportunity to receive academic credit for supervised, non-classroom experience in an employment setting. Students may choose to serve apprenticeships in various fields of interest, such as newspaper or public relations, library work, legal offices or other areas of professional training. A maximum of six credits of internship may count toward major, with no more than three credits per semester. Pre-requisite: consent of Department Chair.

491. Independent Study in English (3)

Opportunity for the advanced student to pursue a special topic or project independently, under the guidance of an English faculty member. A learning contract indicating tasks to be completed, learning goals, and timeline for review of work is required. Pre-requisite: consent of Department Chair.

History

Kevin Murphy (Chair)

History Department Faculty

Full-Time: Timothy Kovalcik, Daniel Monroe, Kevin Murphy

Adjunct: William Grieve, Mary Jessup, Julia Jones, William Keagle, Kathryn Warnick, Mark Sorensen

The Department of History seeks to provide students of all majors at Millikin with a sense of the past -- with an understanding and appreciation of the political, economic, and social/cultural development of the modern world. It provides its majors with a broad knowledge of world, European, East Asian and United States history and offers them a variety of specialized courses in each field. The department seeks to develop reasoning, writing, and speaking skills that prepare students for public school teaching, graduate school and college teaching, historical research and writing, government and social service, law school and the law, and careers in business. The historian is a person who endeavors to understand the complexity of the human experience, to learn from it, and to explain and interpret it. The department emphasizes the primacy of *critical thought* in the practice of the craft of history.

Honors in History: A student will be eligible for honors in history at graduation if he or she maintains a GPA of 3.5 or higher in the major and submits a senior honors thesis that receives a grade of "A". A recommendation for honors will be based upon history faculty evaluation of the thesis and an oral examination on it by a committee selected by the history faculty, which may include members of other departments.

Major in History

The major in history consists of 33 to 36 credits and leads to the B.A. degree. A major must meet the following requirements:

Either History 201 and 202 (Rise of Modern Europe, to and since 1700) or History 203 and 204 (American History, to and since the Civil War) (6 credits total)

Six elective courses, four of which must be at the 300 level or above (18 credits)

One 400-level content seminar (3 credits)

History 480, Historiography and Research (3 credits)

History majors must take at least one course in each of the following three areas: U.S., European, Non-Western or Global.

Major in Social Science, Secondary Teaching

The current program requires social science majors to complete a liberal arts history major of at least 33 credits. Nine of these 33 history credits are in world history, nine are in American history, three credits are in a history seminar (400-level), three credits are in Historiography (480), and at least twelve credits are upper division (300+) history electives. Social science majors are advised by the history department faculty. The following twenty-four credits are required for all students pursuing the secondary education certificate:

HI 202 Rise of Modern Europe since 1715

HI 203 U.S. History to 1865

HI 204 U.S. History since 1865

HI 206 Cultural Geography

HI 310 Topics in U.S. History
HI 400 Seminar in History
HI 425 Methods in Teaching History
HI 480 Historiography

The remaining nine credits are electives:

Three 300 level courses (one of which must be European, global or non-western, HI 320, 340 or 360)

In addition to these history courses, the social science major also requires the following courses (24 credits):

SO 100 Introduction to Sociology
PO 100 American Political System
EC 100 Macroeconomics OR EC 110 Microeconomics
SO 120 Introduction to Anthropology
PS 130 Introduction to Psychology
PO 240 Local and State Politics OR HI207 State and Local History

Upon completion of this program, teachers will be certified (endorsed) to teach these subjects in Illinois:

American History
World History
Political Science, Economics, Sociology or Psychology
Social Science (see the Middle Grades endorsement requirements)

Students completing a major in another teaching field may add a second teaching field in social sciences by completing at least 24 credits in social science courses. Interested students should contact the education department for state required courses and Millikin suggested courses.

Minor in History

The minor in history requires the completion of 21 credits:

- * At least six credits at the 300 level or above
- * At least three credits at the 400 seminar level

History Courses (HI) (Credits)

100. Introduction to the Modern World (3)

A survey of economic, intellectual, political and social developments in Europe since 1700 as well as patterns of influence and reaction in America, Latin America and Asia. Topics include capitalism as a revolutionary system, Marxism, imperialism, fascism, socialism, national revolutions, and the dynamics of an evolving third world. Appropriate to fulfill historical studies requirement.

105, 205, 305 Introductory Topics in History (3)

A variety of courses in different fields at the introductory level are offered. All are offered without prerequisite requirements.

201. Rise of Modern Europe, Medieval Period to 1700 (3)

The history of Europe tracing developments of political, economic, social, religious, and cultural institutions and customs from the middle ages through 1700. Emphasis on developments that have shaped the modern world.

202. Rise of Modern Europe, 1700-present (3)

The enlightenment and democratic revolutions of the European world, the industrial revolution, the rise of nationalism within the context of the domestic, political, and economic history of the European states in the 19th century. Study of the main currents in 20th century European history with emphasis on political, economic, social and intellectual factors.

203. U.S. History to 1865 (3)

American history beginning with the early voyages of discovery and colonization, with emphasis on the Revolution and early national period, the Age of Jackson, westward expansion and the events leading to the crisis of the Civil War.

204. U.S. History since 1865 (3)

The reconstruction era, frontier west, industrialization and the populist movement, America's rise to world power, the progressive and New Deal periods, the world wars and post WWII American political, economic, social and cultural developments.

206. Cultural Geography (3) This course is required of secondary education majors, and introduces students to the field of geography, emphasizing the relationship between the environment and culture.

207. State and Local History (3) This course introduces students to the history of Illinois since its admission to the union, and emphasizes the use of primary documents.

210, 310. Topics in United States History (3)

Sample offerings in U.S. history have included the following courses: World Religions in the U.S., The American Civil War, Abraham Lincoln, Civil War Soldiers and Battles, The Age of Jackson 1815-1850, The American Frontier, The Gilded Age 1865-1900, TR to FDR 1900-1945, U.S. History since 1945, World Religions in America

320. Topics in European History (3)

Sample offerings in European history have included the following courses: Hitler and the Third Reich, The Holocaust, Europe and the Nineteenth Century World

340. Topics in Non-Western History (3)

Sample offerings in non-western history have included the following courses: India Under British Rule (1730-1947), Modern Japan since 1600, Modern China since 1850, Introduction to Modern East Asia, Introduction to Modern Africa

360. Topics in Global History (3)

Sample offerings in global history have included the following courses: The Vietnam War in Film and History, Comparative Religions, Global Christianity, The Developing World

390. Independent Study (1-4) per semester

An independent study arrangement, designed primarily for students with a background in history. The course of study will be arranged on a tutorial basis with weekly meetings between the instructor and student. The course subject matter will vary according to individual interest. Pre-requisite: consent of Department Chair.

400. Seminar in History (3)

Seminars in the history department are rigorous exercises in critical reading, with a substantial research and writing component. Recent seminars have dealt with the following topics: The American Civil War, The Holocaust, WWII.

425. Methods in Teaching History (3)

This course is designed for the secondary education major and introduces students to the history of Social Studies education and various teaching techniques for the middle and high school classroom.

450. Senior Honors Thesis (3)

In the senior honors thesis the student is expected to produce a substantial original piece of research or analysis. The student will defend the written work orally before a committee from inside or outside of the department. Open only to qualified seniors approved by the Department Chair.

480. Historiography and Research (3)

This capstone experience is an advanced course in the art and craft of history, designed for the history major and minor. In conjunction with readings on the theoretical and methodological bases of historical inquiry, the student engages in significant exercises in historical research and writing. Pre-requisite: junior standing or consent of Department Chair.

Human Services

See listing under Behavioral Sciences

The Interdepartmental Major (IDM)

Jeffrey A. Hughes (Dean of the College of Arts and Sciences)

For reasons including broad interests or career aspirations that do not fall categorically into a single major, students often seek out alternative options for earning a bachelor's degree. The Interdepartmental major is an individualized program of study designed to meet the needs of these students. Through the integration of knowledge from disparate disciplines, students create a curriculum that focuses on their interests and plans.

A student interested in this program should seek out a faculty advisor, who will work with him or her to construct an individualized program that meets the student's educational objectives, fulfills the requirements of the MPSL and the College of Arts and Sciences, and demonstrates academic credibility to the University. Students may elect either a BA or BS degree in this major.

1. The IDM must include a minimum of 45 credits including:
 - a. A minimum of 18 credits from one department within the College of Arts and Sciences (the primary department) and a minimum of 12 credits from each of two other departments within the University.
 - b. At least 15 of the 18 credits earned in the primary department and 6 of the 12 credits earned in each of the other departments must be in courses numbered 300 or above.
 - c. A capstone course (IN495 or a capstone course approved for a major sponsored by the primary department) that includes a senior project and a reflection on what has been learned through this interdisciplinary study.
 2. The student is responsible for writing a rationale for pursuing the interdepartmental major. This rationale should be developed in close consultation with a faculty member from the College of Arts and Sciences. This rationale must include:
 - a. a narrative, naming and describing the major and how it fits into the student's plans or aspirations;
 - b. a description of at least 3 key learning outcome goals for the major;
 - c. a description of how the learning outcome goals will be assessed through the capstone course; and
 - d. a tentative program that includes the courses selected from each of the three departments.
 3. The program must be approved by a committee of the chairs of all relevant departments (or their designees) and by the Dean of the College of Arts and Sciences. The committee, in consultation with the student, will select an advisor. Subsequent revisions of the course plan must be approved by the advisor after consultation with this committee.
 4. A copy of the IDM program must be filed with the Registrar's Office and any subsequent changes in program or substitutions of courses in any of the three areas needs to be reported to the Registrar in a timely manner.
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Interdepartmental Course (IN) (Credits)**478. Interdepartmental Internships (1-3)**

Opportunities for the student outside the classroom designed to help develop professional skills and experiences for the student specifically in the career interest of the student. Internships are established in cooperation with agencies, businesses and institutions in the local area. Maximum of 4 credits toward the major.

495. Interdepartmental Capstone (3)

Senior Interdepartmental majors complete this independent study course in their first semester of the senior year. The student will prepare a project/ thesis/study that provides opportunity to reflect upon and synthesize the intention of the major.

Mathematics

Daniel R. Miller (Chair)

Mathematics Department Faculty

Full-Time: Randal Beck, Eun-Joo Lee, Daniel R. Miller, James V. Rauff, Michael P. Rogers, Joe A. Stickle

Adjunct: Willard Brown, Charles Songer, Carol Sudduth

The Department of Mathematics includes the disciplines of mathematics, computer science, and statistics. The department offers majors and minors in Mathematics and a minor in Computer Science. The curriculum is structured to meet the overlapping needs of students who fall in one or more of the following categories:

- those who plan to become high school mathematics teachers;
- those who plan to become actuaries;
- those who intend to pursue graduate work in applied mathematics, computer science, or other related fields; and
- those who will apply mathematics and/or computer science in the natural sciences, social sciences, business or other areas of quantitative studies.

Mathematics Major Requirements

Students planning to major in mathematics may earn either a B.A. or B.S. degree. A mathematics major should be prepared to enroll in Mathematics 140, Calculus I, or a higher course during the first semester at Millikin. Mathematics 100, 106, 112, 114, 117, 120, and 125 do not count toward a major or minor.

All majors are required to successfully complete the common foundation courses comprised of four mathematics courses:

- MA140 Calculus I
- MA240 Calculus II
- MA208 Discrete Mathematics
- MA303 Linear Algebra

The department may waive one or more of the foundation course requirements for students with advanced high school mathematics preparation.

There are four options for students interested in a mathematics major

- Mathematics Major Track I - Applied Mathematics
- Mathematics Major Track II - Secondary Education
- Mathematics Major Track III - Actuarial Science
- Mathematics Major Track IV - Computer Science

Track I: Applied Mathematics

Students interested in immediate employment in a mathematical area or in further study in applied mathematics should elect this option. In addition to the foundation requirements, students must take

- MA250 Calculus III
- MA302 Algebraic Structures
- MA305 Differential Equations
- MA313 Numerical Analysis
- MA499 Senior Seminar
- Two courses selected from
 - MA301 College Geometry
 - MA304 Probability and Mathematical Statistics
 - MA308 Theory of Computation
 - MA314 Advanced Mathematical Statistics
 - MA320 History of Mathematics
 - MA472 Internship
- Computer Science I (CS 130) is highly recommended for applied mathematics majors

Track II: Mathematics Major with Secondary Education Certification

Students interested in teacher certification should elect this option. In addition to the foundation requirements, students must take

- MA220 Statistical Methods
 - MA301 College Geometry
 - MA302 Algebraic Structures
 - MA304 Probability and Mathematical Statistics
 - MA320 History of Mathematics
 - MA425 Methods of Teaching Mathematics in Grades 6 through 12
 - Two courses selected from:
-

MA250 Calculus III
 MA305 Differential Equations
 MA313 Numerical Analysis
 MA314 Advanced Mathematical Statistics
 MA471 Internship in Methods of Teaching Mathematics
 MA491 Independent Study

Teacher certification also requires specific coursework in education and other areas. See the School of Education section for details. Students should consider preparation in a second teaching field to increase the breadth of their knowledge and the probability of finding a teaching position upon graduation. Past experience indicates that biological, physical or general sciences, computer science or physical education (coaching) combinations with mathematics are sought by schools.

Track III: Actuarial Science

Students interested in becoming an actuary should elect this option. In addition to the foundation requirements, students must take

- MA220 Statistical Methods*
- MA250 Calculus III
- MA304 Probability and Mathematical Statistics
- MA313 Numerical Analysis
- MA314 Advanced Mathematical Statistics
- MA499 Senior Seminar

The following courses are highly recommended

- EC100 Macroeconomics*
- EC110 Microeconomics*
- CS130 Computer Science I
- AC230 Introduction to Financial Accounting
- AC240 Introduction to Managerial Accounting
- MK300 Introduction to Marketing
- FI340 Introduction to Financial Management*
- FI352 Investments

*Approved VEE Courses at Millikin University

The following courses have been approved by the Society of Actuaries for VEE at Millikin University:

VEE Economics - EC100 and EC110
 VEE Statistical Methods (regression component) – MA220
 VEE Corporate Finance – FI340

Students who have completed Track III and all highly recommended courses will be prepared to take the first two Actuarial Examinations (1/P and 2/FM) of the Casualty Actuarial Society and the Society of Actuaries.

Students who complete any two of the courses FI354, FI365, FI361, EC310, EC312 or EC322 in addition to all of the highly recommended courses will earn a minor in Finance from the Tabor School of Business.

Track IV: Computer Science

Students interested in computational mathematics and computer science should elect this option. In addition to the foundation requirements, students must take

- MA250 Calculus III
- MA313 Numerical Analysis
- MA308 Theory of Computation
- MA499 Senior Seminar
- CS130 Computer Science I
- CS230 Computer Science II
- CS335 Advanced Computer Programming
- CS337 Algorithms and Data Structures

Middle School Mathematics Endorsement for Elementary Education Majors

Elementary education majors may earn a middle school endorsement in mathematics by following this option. In addition to courses required by the School of Education for elementary certification, ED440 and ED450 are required for a middle school endorsement. See the School of Education section for details.

- MA112 Mathematics Content for Elementary School Teachers
- MA120 Elementary Probability and Statistics
- MA140 Calculus I
- MA208 Discrete Mathematics
- MA220 Statistical Methods
- MA301 College Geometry
- MA320 History of Mathematics
- MA425 Methods of Teaching Mathematics in Grades 6 through 12

Mathematics Concentration for Elementary Education Majors

Elementary education majors may earn a concentration in mathematics by taking a total of 15 credit hours in mathematics, six of which must be from 300-level or above courses.

Minor in Applied Mathematics

A minor in applied mathematics is an excellent complement to majors in the natural sciences, social sciences and business. To receive a minor in applied mathematics a student must successfully complete the following course of study.

- MA 140 Calculus I
- MA 240 Calculus II
- MA 208 Discrete Mathematics
- MA 303 Linear Algebra
- At least two other mathematics courses numbered 300 or higher.

Mathematics Courses (MA) (Credits)**100. Basic Algebra (3)**

Concepts and techniques of basic algebra with applications. Includes review of arithmetic of real numbers, linear equations and inequalities, polynomials and arithmetic operations on polynomials, factoring, rational expressions and equations, graphs and an introduction to functions. Will not satisfy quantitative reasoning requirement of the MPSSL. A student who has scored a 3 or higher on the mathematics placement exam or who has earned credit in a quantitative reasoning course may not earn credit for either MA100 or MA106. Pre-requisite: placement score of 1.

106. Intermediate Algebra (3)

Further study of algebra concepts and techniques with applications. Includes functions and graphs, systems of equations, systems of linear inequalities, radical functions and equations, complex numbers, quadratic functions, exponential and logarithmic functions, and conic sections. Will not satisfy quantitative reasoning requirement of the MPSSL. A student who has scored a 3 or higher on the mathematics placement exam or who has earned credit in a quantitative reasoning course may not earn credit for either MA100 or MA106. Pre-requisite: placement score of 2 or MA100.

112. Mathematics Content for Elementary School Teachers (3)

Designed to help prepare a prospective elementary school teacher in mathematics. Includes a study, from a problem-solving standpoint, of many topics covered in elementary school mathematics such as natural numbers, whole numbers, rational and irrational numbers, arithmetic operations on these numbers, systems of numeration, language and nature of inductive and deductive reasoning, elements of set theory, informal geometry and elementary number theory. Pre-requisite: placement score of at least 3 or MA106.

114 Functions (4)

Study of functions and graphs. Includes linear, polynomial, rational, exponential, logarithmic, and trigonometric functions and systems of equations. Pre-requisite: placement score of at least 3 or MA106.

117. Finite Mathematics (3)

Analysis, description and solution of problems arising in business, computer science, and natural and social sciences. Emphasis on mathematical models whose construction and solution involve a finite number of clearly defined steps. Includes an introduction to finite probability and elementary statistics. Topics selected from matrices, systems of linear equations, linear inequalities, linear programming, functions and their graphs, Markov processes, game theory, decision theory, mathematics of finance and networking. Pre-requisite: placement score of at least 3 or MA106.

120. Elementary Probability and Statistics (3)

Introduction to descriptive statistics, relevant concepts in probability including random variables and their distributions, sampling, inferential statistics and regression. Applications to several disciplines. Pre-requisite: placement score of at least 3 or MA106.

125. Mathematics in the World (3)

Surveys and explores a broad spectrum of mathematical topics with an emphasis on observing the many practical uses of mathematics in our modern society. Concentrates on mathematical literacy, not manipulative techniques. Topics have included voting methods, apportionment, money, paths and networks, tilings and polyhedra, fractals, codes, game theory, environmental mathematics, and ethnomathematics. Pre-requisite: placement score of at least 3 or MA106.

140. Calculus I (4)

Differential and integral calculus from the symbolic, graphical and numerical perspectives. Topics covered include: concepts of limit, continuity, derivative and integral; applications of the derivative as rate of change, slope and solving max-min problems. Pre-requisite: Mathematics 114 or four years of high school mathematics including some trigonometry and placement score of at least 3.

208. Discrete Mathematics (3)

Introduces basic techniques and modes of reasoning of combinatorial problem solving. Introduces rigorous theoretical frameworks within which ideas about computer science can be expressed. Topics include graphs, trees, logic, networks, coding, and combinatorics. Pre-requisite: Mathematics 114 or equivalent or consent of instructor and placement score of at least 3.

220. Statistical Methods (3)

Introduction to major methods of applied statistics. Topics may include simple and multiple regression, analysis of variance and covariance, model specification and residual analysis, nonparametric inference, experimental design, and, multivariate analysis. Pre-requisite: Mathematics 120.

240. Calculus II (4)

Applications of definite integral and Fundamental Theorem of Calculus, methods of integration, power series, Taylor series, Fourier series, use of differential equations to model real-life applications. Pre-requisite: Mathematics 140

250. Calculus III (4)

Introduction to calculus of several variables, partial derivatives, multiple and iterated integrals, and vector functions. Pre-requisite: Mathematics 240.

301. College Geometry (3)

Elements of plane and solid geometry treated from a problem-solving approach, historical development of geometry, parallelism and symmetry, area and volume, and non-Euclidean geometry. Pre-requisite: Mathematics 140.

302. Algebraic Structures (3)

An introduction to abstract algebra. Includes basic ideas and theorems about groups, rings, integral domains, and fields. Pre-requisite: MA303 or consent of instructor.

303. Linear Algebra (3)

Matrices, linear systems, finite dimensional vector spaces, vector geometry, linear transformations, quadratic forms. Pre-requisite: Mathematics 240.

304. Probability and Mathematical Statistics (3)

Combinatorial analysis, probability axioms, random variables and their distributions including binomial, normal, Student's t and f , estimation and sampling, hypothesis testing, linear and multivariate regression. Pre-requisite: Mathematics 240.

305. Differential Equations (3)

Elementary differential equations and applications including linear differential equations with constant coefficients and first order systems, higher order differential equations and applications. Existence and uniqueness theorems. Numerical techniques. Pre-requisite: Mathematics 250 and Mathematics 303 or concurrent enrollment.

308. Theory of Computation (3)

An introduction to the theory of computation emphasizing formal languages, automata, and computability. Includes computational complexity and NP-completeness. Pre-requisite: Mathematics 208.

313. Numerical Analysis (3)

Iterative methods for approximating numerical solutions to systems of equations, polynomials, integral and differential equations. Includes matrix manipulation and error analysis. Pre-requisite: Mathematics 240 or consent of instructor.

314. Advanced Mathematical Statistics (3)

Continuation of Mathematics 304 with an emphasis on multivariate distributions, estimation and tests of statistical hypotheses. Students who complete the course will have the opportunity to be prepared for the first actuarial statistics examination. Pre-requisite: Mathematics 304.

320. History of Mathematics (3)

A study of major developments in the history of mathematics and in the mathematical contributions of non-Western cultures using original sources, sources in translation, and commentaries. The interplay between mathematics and culture is emphasized. Pre-requisite: Mathematics 140.

425. Methods of Teaching Mathematics, Grades 6-12 (3)

Microteaching and structured classroom participation required. The course focuses on teaching standards based mathematics content with the inclusion of appropriate technologies. Required for both middle school and high school Illinois Mathematics Teacher Certification. Pre-requisites: Mathematics 140 plus an additional 9 hours of mathematics. Requires concurrent enrollment in ED425.

471. Internship in Methods of Teaching Mathematics (3)

Students learn methods of teaching mathematics in a classroom situation under the supervision of a member of the department. Includes methods of course organization, presentation, and assessment and the use of technology in teaching mathematics. Pre-requisite: Junior mathematics major and approval of instructor and Department Chair.

472. Internship (3)

An on-the-job professional experience working for an organization, business or University department during an academic semester. A supervised work experience in which the superior student's mathematical background is used in an actual working environment. Pre-requisite: Junior mathematics major and approval of instructor and Department Chair.

491, 492, 493, 494.**Independent Study (2 or 3 per Semester)**

Advanced study in a topic chosen jointly by student and instructor. Some recent topics have included introduction to topology, real analysis, operations research, advanced statistics, projective geometry and complexity theory. Pre-requisite: consent of Department Chair.

499 Senior Seminar (3)

Advanced study in algebra or analysis with a focus on mathematical proof. Pre-requisite: Senior applied mathematics major.

Computer Science

The Department provides the opportunity for students to develop skills in writing algorithms to solve problems across academic disciplines; to design and write software in a variety of languages; to understand the fundamental concepts and issues in data structures, systems administration, operating system design, web programming, networking, computer graphics and artificial intelligence; and to develop the ability to communicate their knowledge and ideas effectively.

Minor in Computer Science

A student must complete a minimum of 22 credits in computer science courses. The following courses are required:

Computer Science 130, Computer Science I
Computer Science 230, Computer Science II
Mathematics 208, Discrete Mathematics
Computer Science 337 Algorithms & Data Structures

To complete remaining credit requirements, the student may choose courses numbered 300 or above in the Computer Science Department, selected in consultation with the faculty advisor.

Computer Science Courses (CS) (Credits)

130. Computer Science I (4)

Introduction to the discipline of Computer Science. Emphasis is on problem solving and the implementation of solutions using a modern object-oriented language. Programming topics include classes, methods, iteration and decision structures, string processing, elementary I/O, graphics and 1-dimensional arrays. Proper software development strategies will be stressed. Students will apply what they learn during a weekly one-hour lab session. Pre-requisite: placement score of 3.

230. Computer Science II (3)

Continuation of CS 130. Topics include elementary data structures (multi-dimensional arrays, vectors), advanced graphics, inheritance, polymorphism, recursion, searching and sorting, file I/O. More emphasis on good object-oriented design. Includes group projects, an introduction to the UNIX operating system, and lab sessions. Pre-requisite: Computer Science 130.

232. Introduction to Linux (1)

Linux is a phenomenally popular open source operating system, particularly admired among those interested in computer science and related fields. This course teaches everything that a user needs to know to navigate the file system, run applications, and use Linux in both a GUI and command-line mode. It is a pre-requisite for CS 332: Systems Administration with Linux.

321. Systems Analysis and Design (3)

Advanced study of systems development and modification processes. Emphasis on strategies and techniques of analysis and design for modeling complex system requirements. Use of data modeling tools and object-oriented approaches to analysis and design. Emphasis on factors for effective communication and integration with users and user systems. Pre-requisite: Information Technology 240 or consent of Instructor. Cross-listed with Information Technology 321.

322. System Design and Implementation (3)

Focus on information systems design and implementation within a database management system environment. Design, implementation, and testing of a physical system using database management systems software to implement the logical systems design. Pre-requisite: Information Technology 321 or consent of instructor. Cross-listed with Information Technology 322.

332. Systems Administration (3)

Introduction to System Administration concepts and duties, including installing and upgrading software and hardware, managing user accounts, establishing and maintaining internet services, and backup strategies. Scripting in various languages (Tcl/Tk, Perl, bash) will also be taught. Groups of students will be required to maintain their systems for the semester, and grades will be determined, in part, by system performance/user satisfaction. The emphasis will be on variants of the UNIX operating system, but other operating systems will be discussed. Pre-requisite: Computer Science 230. Cross-listed with MS334.

333. Information Systems Security and Control (3)

Focus on the issues of risk, security, control, access, distribution, and use of information in computer-based information systems. Identification and clarification of privacy and access issues in information systems. Coverage of tools designed to evaluate levels of control in information systems. Pre-requisite: Information Technology 240 or consent of instructor. Cross-listed with Information Technology 332.

335. Advanced Computer Programming (3)

Advanced computer-programming topics using a modern OO language. Memory management techniques, pointer manipulation, templates, I/O streams, aspects of inheritance will all be discussed. Students will be expected to write several large programs in this course. Pre-requisite: CS230, Computer Science II.

336. Application Development using Frameworks (3)

Application frameworks are the modern and preferred way to develop GUI-based applications. Students will learn how to identify the best application framework for their needs, and how to develop applications for a particular OS using the selected application framework. Cross-platform programming and human user interface design issues will also be addressed. Each course offering will focus on a particular OS and choice of OS will rotate among several contemporary OSs. Pre-requisite: CS335, Adv. Computer Programming.

337. Algorithms and Data Structures (3)

Study of algorithm analysis and data structures. Pre-requisite: Computer Science 230 or consent of instructor.

342. Artificial Intelligence (3)

Introduction to the theory and practice of artificial intelligence. Topic areas selected from heuristic search techniques, knowledge representation, symbolic reasoning, fuzzy logic, planning, learning, natural language processing, expert systems, genetic programming, intelligent agents, and neural networks. Pre-requisite: Mathematics 208 and CS230, or consent of instructor.

345. Networks & Data Communication (3)

Introduction to concepts, terminology, and technology of electronic communications. Local and wide area networks; the internet, intranets, and extranets; and client-server systems. Focus on the analysis and design of networking systems within organizations. Pre-requisite: Information Technology 240 or consent of instructor. Cross-listed with Information Technology 331.

350. Web Programming (3)

Advanced Java programming, concentrating on developing GUI applications, applets and servlets. Programming topics include: review of OOP, event handling, exceptions, threads, file I/O, and animation. Includes theory behind web-based protocols, including HTTP. Students will be required to set up and administer a web server for both applets and servlets. Pre-requisites: Computer Science 332 and Computer Science 337, or consent of instructor. Cross-listed with MS350.

429. Computer Graphics (3)

Introduction to theory of 2D and 3D computer graphics. Development of interactive graphics applications using OpenGL and GLUT or their equivalent. Includes discussion of event-driven programming and animation. Pre-requisites: Computer Science 337 or consent of instructor.

430. Computer Architecture (3)

This course provides an introduction to computer architecture, with an emphasis on hardware. Digital logic, circuitry, assembly language, CPU and RAM design will be covered. Digital logic and CPU simulators will be used throughout the course. Pre-requisites: MA208, Discrete Mathematics and CS335, Advanced Computer Programming.

432. Embedded Systems Programming (3)

Embedded Systems are everywhere: alarm systems, cameras, cellphones, GPSs, PDAs, vending machines these are just a few examples of systems, other than computers, that contain processors. In this very hands-on course, we will learn how to program these processors, as well as create the electronic circuits in which they will reside.

434. Operating Systems (3)

Introduction to operating systems. Topic areas include process, memory, and file and device management. A part of the course involves enhancement/modification of an existing operating system. Pre-requisite: Computer Science 337 or consent of instructor.

445. Network Programming (3)

This course provides a detailed examination of the major networking protocols on which the Internet is based. Students will develop several client-server applications, working at the socket layer. Pre-requisite: MS331, Networks & Telecommunications, CS337, Algorithms and Data Structures.

471, 472. Internship (2-6)

An on-the-job professional experience working for an organization or business during an academic semester. Supervised work experience in which the superior student's computer science background is used in an actual working environment. A written report or paper is required. Pre-requisite: Junior or senior standing and consent of both instructor and Department Chair.

481, 482. Seminar (1-3) per Semester

In-depth study of a particular area or topic in computer science. Pre-requisite: Consent of instructor or Department Chair.

491, 492, 493, 494. Independent Study (2-3) per Semester

Advanced study in a topic chosen jointly by student and instructor. Pre-requisite: Consent of instructor and Department Chair.

Modern Languages

French, Italian and Spanish

Eduardo Cabrera (Chair)

Modern Languages Department Faculty

Full-Time: Elizabeth Amaya, Carmen Aravena, Eduardo Cabrera, Luis Peralta, Randi Polk

Adjunct: Nancy Oakes, Maria Ploch, Francesca Tescione

The educational philosophy of the Department of Modern Languages faculty is to prepare students to be proficient in the language(s) of their study. Millikin graduates have continued in the fields of education, international business and government. All language students are encouraged to spend at least one semester in an accredited study-abroad program. The University is affiliated with the Institute for the International Education of Students, which has centers around the world.

The Modern Languages Department offers elementary and intermediate language instruction, advanced courses in oral and written expression and culture, as well as study of literature and linguistics. Course work is conducted in the target language.

An evaluation of students' high-school transcripts is to be made by the department faculty prior to initial enrollment in a language course.

Major in Spanish

To earn a major in Spanish, a student must complete a minimum of 21 credit hours above Spanish 223, including Spanish 480, Spanish Advanced Conversation and Composition (major capstone).

Minor In Spanish

To earn a minor in Spanish, a student must complete a minimum of 12 credit hours above Spanish 223.

Spanish Courses (SP) (Credits)

103. Beginning Spanish (4)

Introduction to Spanish. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. Laboratory requirement. Open to students who have not studied Spanish previously or who place into this course.

114. Continuing Spanish (4)

Continuation of Beginning Spanish with more advanced practice in listening, speaking, reading and writing. Laboratory requirement. Pre-requisite: SP103 or placement.

223. Intermediate Spanish (4)

Continuation and expansion of the multi-skills approach, with emphasis on the culture of the Spanish-speaking world. Practice in oral and written expression. Pre-requisite: SP114 or placement.

301. Spanish Conversation and Composition I (3)

Intensive practice in the use of Spanish as a means of oral and written self-expression, with particular emphasis on listening and speaking skills. Pre-requisite: SP223 or placement.

302. Spanish Conversation and Composition II (3)

Intensive practice in the use of Spanish as a means of oral and written self-expression, with particular emphasis on reading and writing skills. Pre-requisite: SP223 or placement.

303. Culture of Spain (3)

Study of the cultures of Spain. Readings and discussions of contemporary issues. Pre-requisite: SP223 or placement.

304. Culture of Latin America (3)

Study of culture and civilization of Latin America beginning with the pre-Columbian tribes and ending with contemporary US-Latin American relationships. Pre-requisite: SP223 or placement.

310. Spanish for Health Professions (3)

In this course, students will learn and use the vocabulary of the health professions and analyze health issues in the US and other countries. Students will work in an in-depth project about a health issue, which they will present orally to the class and in essay form at the end of the semester. Pre-requisite: SP223.

320. Art, Literature and Film of U. S. Latinos (3)

Spanish 320 constitutes a survey of visual art, literature and film by artists from the various Latino communities of the U. S. (principally Cuban-Americans, Puerto Ricans, Dominican-Americans and Chicanos). Primary sources will include poetry, drama, short stories, novels, painting, film and music. Special focus on border studies and the question of what Gustavo Pérez-Firmat calls "life on the hyphen" - the double identity of those who live in the U. S. but have cultural roots in Mexico, Central America and the Caribbean. Short critical essays and oral presentations allow students to practice skills in Spanish. Course conducted in Spanish. Pre-requisite: SP301 or SP302 or SP303 or SP304.

321. Survey of Spanish Literature (3)

Spanish 321 constitutes a survey of the literature of Spain from the Middle Ages to present day. Texts will include poetry, drama, short stories and a novel. Students will also study film adaptations of particular works of literature. Particular focus on the questions of gender and intertextuality in the creation of literature. Short critical essays and oral presentations allow students to practice skills in Spanish. Course conducted in Spanish. Pre-requisite: SP301 or SP302 or SP303 or SP304.

323. Survey of Latin-American Literature I (3)

Survey of Spanish-American literature from the pre-Colombian period to the late 19th century. Special attention given to development of critical skills for literary analysis. Pre-requisite: SP301 or SP302 or SP303 or SP304.

324. Survey of Latin-American Literature II (3)

Survey of Spanish-American literature from the late 19th century to the present. Special attention given to the development of critical skills for literary analysis. Pre-requisite: SP301 or SP302 or SP303 or SP304.

330. Spanish for Business (3)

Study of the vocabulary, culture and strategies to communicate in the Hispanic business world. Emphasis is in reading and discussing about current events and writing business correspondence. Pre-requisite: SP301 or SP302 or SP303 or SP304 or permission of instructor.

340. Theatre Performance in Spanish (3)

Intensive work in all areas of a theatre production in Spanish, including acting. Preparation for a public performance. Pre-requisite: SP301 or SP302 or SP303 or SP304 or permission of instructor.

350. Study Abroad in Spanish (3)

Study of the culture of Spain or Latin America. Practice of oral skills and vocabulary in a foreign country. Pre-requisite: SP223 or permission of instructor.

402. Linguistics (3)

Introduction to Spanish phonology. Practical application of technical concepts. Study of phonological history of the Spanish language. Required of all Spanish and modern languages majors. Pre-requisite: SP301, SP302, SP303 or permission of instructor.

480. Spanish Advanced Conversation and Composition (3)

Senior Capstone course required of all Spanish majors. Students will compose and complete an individualized project and participate in an advanced dramatization demonstrating a high level of Spanish conversation and composition abilities.

481, 482. Topics in Hispanic Literature (3) Per Semester

An advanced literature seminar. Selected topics to be determined by instructor. Writing and presentation of analytical studies. Pre-requisite: SP301 or SP302 or SP303 or SP304.

491, 492, 493, 494. Independent Study in Spanish (1-3) Per Semester

Directed studies and independent research for students of advanced standing. Pre-requisite: SP320 or SP 321, or SP323 or SP324, or permission of instructor.

French Courses (FR) (Credits)

Minor In French

To earn a minor in French, a student must complete a minimum of 12 credit hours above French 223.

103. Beginning French (4)

Introduction to French. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. Laboratory requirement. Study of “francophone” cultures. Regular in-class work with multimedia. Open to students who have not studied French previously or who place into this course.

114. Continuing French (4)

Continuation of Beginning French with more advanced practice in listening, speaking, reading and writing. Laboratory requirement. Study of “francophone” cultures. Regular in-class work with multimedia. Pre-requisite: FR103 or placement.

223. Intermediate French (4)

Continuation and expansion of the multi-skills approach, with emphasis on “francophone” cultures. Daily in-class work with multimedia. Pre-requisite: FR114 or placement.

301. French Conversation (3)

Intensive practice in the use of French as a means of oral and written self-expression, with particular emphasis on listening and speaking skills.

302. French Composition (3)

Intensive practice in the use of French as a means of oral and written self-expression, with particular emphasis on reading and writing skills.

303. Topics in Francophone Culture (3)

Study of the cultures of the Francophone world. Readings and discussions of contemporary issues. Pre-requisite: FR223 or placement.

350. Study Abroad in French (3)

Study of the culture of the Francophone world. Practice of oral skills and vocabulary in a foreign country. Pre-requisite: FR223 or permission of instructor.

Italian Courses (IT) (Credits)

(No major or minor is offered)

103. Beginning Italian (4)

Introduction to Italian. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. Laboratory requirement. Open to students who have not studied Italian previously or who place into this course.

114. Continuing Italian (4)

Continuation of Beginning Italian with more advanced practice in listening, speaking, reading and writing. Laboratory requirement. Pre-requisite: IT103 or placement.

223. Intermediate Italian (4)

Continuation and expansion of the multi-skills approach, with emphasis on the culture of the Italian-speaking world. Practice in oral and written expression. Pre-requisite: IT114 or placement.

Philosophy

Robert E. Money, Jr. (Chair)

Philosophy Department Faculty

Full-Time: Jo Ellen Jacobs, Robert E. Money Jr., Eric S. Roark

The philosophy major is designed to meet the requirements of four classes of students: (a) those who have no professional interest in philosophy but who wish to approach a liberal education through the discipline of philosophy; (b) those who want a composite or interdepartmental major in philosophy and the natural sciences, behavioral sciences, humanities, or fine arts; (c) those who want an intensive study of philosophy preparatory to graduate study in some other field, e.g. law, theology, medicine, or education; and (d) those who are professionally interested in philosophy and who plan to do graduate work in the field and then to teach or write. Students with a professional interest in philosophy are urged by the Department to give early attention to courses in the history of philosophy sequence, logic, and ethics.

Major in Philosophy

A major consists of a minimum of 30 credits and leads to the B.A. degree. The following courses are required:

Philosophy 110, Basic Philosophical Problems

Philosophy 213, Critical Thinking: Logic

Philosophy 381, Seminar in Philosophy

Philosophy 400, Senior Thesis

Plus three of the following courses:

Philosophy 300, Ancient World Wisdom

Philosophy 301, The Golden Age of Greece

Philosophy 302, The Medieval World

Philosophy 303, The Modern World (17th-18th century)

Philosophy 304, The Contemporary World of Philosophy (19th -21st)

In addition, the philosophy major must take at least nine credits of electives within the Department.

Pre-Law Track within the Philosophy Major

Philosophy also offers a “pre-law track” within the philosophy major. According to the American Bar Association, after physics the major with the highest percentage of acceptance into ABA approved law schools is philosophy. We have developed a track within our philosophy major to provide students with the courses that emphasize the skills and the knowledge content that will make it both likely that they will get into law school and that they will succeed both there and later as lawyers.

The pre-law track of the philosophy major will consist of a minimum of 30 credits and leads to the B. A. degree. The following courses are required:

PH 110, Problems in Philosophy

PH 211, Ethical Theory

PH 213, Critical Thinking: Logic

PH 301, Golden Age of Greece or PH 311 Metaethics

PH 305, Philosophy of Law

PH 310, Political Philosophy

PH 400, Senior Thesis

Plus 3 elective courses from among any philosophy courses, PO 234 Civil Liberties, or PO 330 Constitutional Law.

Minor in Philosophy

A student seeking a philosophy minor is required to complete 21 credits, including three of the following:

Philosophy 300, Ancient World Wisdom

Philosophy 301, The Golden Age of Greece

Philosophy 302, The Medieval World

Philosophy 303, The Modern World (17th-18th century)

Philosophy 304, The Contemporary World of Philosophy (19th-21st century)

Philosophy Courses (PH) (Credits)

110. Basic Philosophical Problems (3)

An introductory course to acquaint the student with fundamental philosophical problems, techniques and types of philosophical inquiry, including discussion of the views of classical and modern thinkers. May be cross-listed with HI 105.

200, 300. Ancient World Wisdom (3)

In the 6th century B.C.E., six major sources of wisdom arose: Buddha, Confucius, Lao Tzu, Isaiah, Zoroaster, and the pre-Socratic Greek Philosophers. Understanding the classic questions and the answers given by these sages to the timeless issues of who we are, how we should live, what is real, and how we come to know will help us understand the roots of many other thinkers throughout the history of the world as well as provide us with sound advice on how to live our own lives. Each thinker will be considered in their historical context. May be cross-listed with HI305.

201, 301. The Golden Age of Greece (3)

A contemporary philosopher said, “All of philosophy is a footnote to Plato.” Certainly Plato, Aristotle, and the Stoics are the keys to understanding much of the intellectual roots of the Western tradition. We will read the major texts of these philosophers in their historical context as they attempt to answer the questions, Who am I? What is my role in society? What is a well-run state? What is real? And how should I live? May be cross-listed with HI305.

202, 302. The Medieval World (3)

This course will explore the major Christian philosophers and theologians from Anselm to Aquinas as well as the rise of Islam and the encounter of the two cultures after the Crusades. May be cross-listed with HI305.

203, 303. The Modern World (17th-18th Century) (3)

In this course, we will examine the attempts by modern philosophy to answer two central questions. The first is the epistemological question of what human beings can know. In particular, we will examine the issue of whether human beings can justifiably claim to know that there is a mind-independent external world. The second central question with which modern philosophy struggles is the metaphysical question concerning the place of consciousness (mind) in a material universe. What is the relation between mind and matter, between mind and body? Is the mind distinct from the body? Or is the mind identical to the body? What is the self? Readings may include Descartes, Locke, Berkeley, Hume, and Kant with attention to their historical context. May be cross-listed with HI 305.

204, 304. The Contemporary World of Philosophy (19th-21st Century) (3)

In this course, we will examine some of the most influential philosophical movements in the contemporary period. The contemporary world of philosophy continues to focus on the epistemological and metaphysical questions placed at the center of philosophical thought during the modern period. In addition, contemporary philosophy pays special attention to the role that language plays in our understanding of the world around us. Movements to be examined include phenomenology/existentialism, logical positivism, and philosophy of language. Readings may include Kierkegaard, Nietzsche, Heidegger, Sartre, Ayer, Quine, and Kripke with attention to their historical context. May be cross-listed with HI 305.

211. Ethical Theory and Moral Issues (3)

In this course, we will examine issues in ethical theory, including such foundational issues as the relationship between ethical behavior and rational behavior, the relationship between ethics and theology, and the issue of whether ethical principles are objective or subjective, absolute or relative. We will examine both action-centered as well as character-centered approaches to the resolution of ethical dilemmas. Finally, we will turn our attention to the practical application of theory. Readings may include Plato, Aristotle, Hobbes, Hume, Kant, and Mill. Ethical theory may be applied to such issues as abortion, capital punishment, lying, and sex.

213. Critical Thinking: Logic (3)

We will translate standard English into symbolic notation, then use both Aristotelian and truth functional techniques to test for validity of arguments. The aim is to understand the rules and relationships that define rational thinking. From logical puzzles to Venn diagrams to symbolic proofs, this course is an excellent preparation for the GRE or LSAT or MCAT. It requires both quantitative thinking and facility with language.

214. Philosophy of Religion (3)

In this course we will examine some of the central issues in the philosophy of religion. We will begin by examining some of the most influential arguments for the existence of God, including the ontological argument, the cosmological argument, and the teleological argument. We will examine the problem of evil as well as various replies by theists to the problem of evil. We will also examine the claim that the religious life is a matter of faith, not reason. Readings may include Anselm, Augustine, Aquinas, Leibniz, Paley, Hume, Kant, Kierkegaard, Adams, Swinburne, Hicks, Mackie, Plantinga, and others.

305. Philosophy of Law (3)

In the first part of the course, we will examine various theories concerning the nature of law. Of particular interest will be the issue of how these theories view the connection between law and morality. Is there a connection between law and morality? If there is such a connection, is it a necessary connection? Theories of law to be examined include legal positivism, natural law, and legal realism (critical legal studies). We will employ Peter Suber's fictional work, *The Case of the Speluncean Explorers*, to examine how these theoretical issues intersect with legal adjudication. In the second part of the course, we will focus on issues surrounding theories of judicial interpretation. Of particular interest will be constitutional interpretation. Questions to be considered include the following: How should judges interpret the constitution? What role (if any) should moral principles play in their adjudication? What is the role of judges in relation to democratically elected legislatures? In "hard cases," do judges create law (legislate from the bench) or do they work to discover the correct answer (apply the law to the case before them)? Interspersed with these more theoretical readings will be excerpts from actual legal cases. We will be interested in seeing how the theoretical issues identified above get played out in actual legal decisions. Pre-requisites: Philosophy 110, or Philosophy 211, or Philosophy 310, or consent of the instructor.

307. American Philosophy (3)

Survey of the historical development of American philosophical thought from its beginning in Puritan philosophy through various stages, such as idealism, the American enlightenment, transcendentalism, evolutionary philosophies, late 19th century idealism, pragmatism, realism, and the 20th century setting. Pre-requisite: Philosophy 110 or consent of instructor.

309. Philosophy of the Arts (3)

During the past two hundred years in the West, "fine" art has slowly been separated from the rest of life and restricted to museums, galleries, concert halls, poetry readings, etc. In the rest of the world, "art" isn't marked off from religion, politics, ethics, or everyday living. We will explore experiences such as political street theater, tea ceremony, and music that erupts into dancing and religious ecstasy require a kind of engagement that can make all of life more vibrant—even beautiful rather than the disinterested observation suggested by traditional aesthetic theory.

310. Political Philosophy (3)

In this course, we will examine attempts by philosophers within the Western philosophical tradition to answer the following three questions. First, what justification (if any) can be given for the existence of the state? Second, what reason is there (if any) for preferring one kind of state to another? Third, what justification is there (if any) for placing limits on the power of the state to intervene in the lives of its citizens? Readings may include Plato, Aristotle, Hobbes, Locke, Mill, Berlin, Taylor, Nozick, Rawls, and others. Pre-requisites: Political Science 100, or Philosophy 110, or Philosophy 211, or consent of the instructor.

311. Metaethics (3)

In this course, we will examine fundamental issues in ethical theory. Our investigation will be guided by two central questions. First, are ethical judgments capable of being true or false? Second, if ethical judgments are capable of being true or false, what is it that makes them true if true or false if false? Theories to be discussed include divine command theory, ethical intuitionism, ethical naturalism, contractualism, cultural ethical relativism, individual ethical relativism, ethical constructivism, the error theory, emotivism, and prescriptivism. Readings may include Plato, Aristotle, Hobbes, Hume, Kant, Mill, Moore, Ross, Ayer, Hare, Rawls, Mackie, McDowell, and others. Pre-requisite: Philosophy 110 or Philosophy 211, or consent of the instructor.

381-384. Seminar in Philosophy (3)

Examination of the relationship between philosophy and various disciplines, topics, and periods. Included are philosophies of aesthetics, mind, religion, and education. Also, in-depth study of the ancient-medieval, modern, and/or contemporary periods of philosophy, or in-depth study of a particular philosopher. Pre-requisite: Philosophy 110 or consent of instructor.

391, 392, 393, 394. Independent Study in Philosophy (1-3)

Pre-requisite: approval of subject by Department and consent of Department Chair.

400. Senior Thesis (3)

Senior philosophy majors will compose a thesis. The topic of the thesis will be chosen by the student in consultation with the advising philosophy department faculty member. The student will provide an oral defense of the thesis. The oral defense will be open to all philosophy department faculty members as well as all philosophy department majors and minors. Pre-requisite: Senior standing and consent of Department Chair.

Physics

Eric Martell (Chair)

Physics Department Faculty

Full-Time: Eric Martell, Casey Watson; *Adjunct:* John Werner

Physics is, in many ways, the oldest and most fundamental of the sciences. Physicists study the natural world - from the exceedingly small, trying to understand what the basic building blocks of everything are, to the astronomically big, trying to understand the history and structure of the universe as a whole, and everything in between. Studying physics will train you to think critically and to analyze and solve complex problems, skills which will serve anyone well in any career. Simply put, a major in physics can take you anywhere. Students majoring in physics go on to graduate schools in physics and engineering, positions in industry, business, and medicine, and become, among other things, researchers, professors, doctors, ministers, and MBA's.

Because of the myriad of options that students with physics degrees have after graduation, the Physics department offers B.S. and B.A. degrees which are designed to fit each student's needs. Each physics major, in conjunction with their advisor, will choose a program of courses that will best serve their post-graduation plans. For those students who plan on advanced work in physics, engineering, or astrophysics, the coursework would be heavier on physics and mathematics. Students who want to pursue a career in another field would take a core group of physics courses as well as certain upper-level courses in other areas (say, biology courses for a student going into biophysics or medicine, business courses for someone going into consulting, etc.). The necessary forms and some sample programs are available on the departmental web site. In general, each physics major will enroll in PY 151 and MA 140 in the fall semester of the freshman year, and PY 152 and MA 240 in the following semester, and then develop a program from there.

Major in Physics

To receive a B.A. or B.S. in Physics from Millikin University, a student must complete at least 36 hours in approved courses, where 27 hours will be a core set of physics courses, and the remaining 9+ hours must be at the 300 level or higher. The courses may or may not be in physics, but they must be agreed upon jointly between the student and the advisor before the end of the student's junior year. Regardless of the departments where the courses come from, whichever courses are chosen should reflect the academic rigor and emphasis on analytical thinking present in advanced physics courses. Students will also need to satisfy the college and university requirements for B.A. and B.S. degrees.

Required Courses

All Physics majors will take the following core courses:

Course Name	Course Number	Number of Hours
University Physics I	PY 151	3
Physics Laboratory I	PY 171	1
University Physics II	PY 152	3
Physics Laboratory II	PY 172	2
Modern Physics	PY 253	4
Experimental Physics I	PY 262	4
Analytical Mechanics	PY 352	3
Electromagnetism I	PY 403	3
Quantum Mechanics	PY 406	3
Senior Research	PY 482	2
	Total	27

Traditionally, a student will take PY 151/171 and 152/172, along with MA 140 and 240 (Calculus I and II) as a freshman. PY 253, 262, 351, 403, 406, and other advanced Physics courses will be offered every other year, in general, so when a student takes those

courses will depend on when they enter the program. For example, a student entering in Fall 2008 would take PY 253 (and probably PY 325 – Mathematical Physics) in their sophomore year, PY 262, 403, and often PY 362 and 404 in their junior year, and then PY 352 and 406 in their senior year. All Physics majors are required to perform at least one semester of independent research as a senior, usually during the spring. A student also has the option of doing a more extensive project (which would cover both semesters) for more credit.

The following Mathematics and Chemistry courses (or their equivalent) are also required:

Course Name	Course Number	Number of Hours
Calculus I	MA 140	4
Calculus II	MA 240	4
Calculus III	MA 250	4
Differential Equations	MA 305	3
General Chemistry	CH 121	3
Intro Chemistry Lab I	CH 151	1
General Inorganic Chem.	CH 224	3
Intro Chemistry Lab II	CH 152	1
	Total	23

It is also highly recommended that Physics majors take at least one course in Biology and one course in Computer Science.

Individualized Component

From this point on, the student will have a choice of how to complete their major. In consultation with their advisor, they will choose at least 9 additional hours (which is traditionally three courses), at the 300 level or higher, which best fit the student's career goals.

Some examples are given below:

1. Graduate School in Physics

A student wishing to attend graduate school in Physics would choose at least three (probably more) of the following courses:

Course Name	Course Number	Number of Hours
Physical Chemistry I/Lab	PY 303/CH 351	3-4
Physical Chemistry II/Lab	PY 304/CH 353	3-4
Experimental Physics II	PY 362	3
Mathematical Physics	PY 401	3
Electromagnetism II	PY 404	3

In addition, the student would most likely take:

Course Name	Course Number	Number of Hours
Linear Algebra	MA 303	3
Numerical Analysis	MA 313	3

Many Physics majors who attend graduate school in Physics also major in Mathematics, which would require additional Math courses.

2. Pre-medicine

A student wishing to attend medical school to pursue a career in medicine or in medical Physics, could take the following courses, in addition to any prerequisites:

Course Name	Course Number	Number of Hours
Genetics w/Lab	BI 300/350	4
Molecular and Cellular Biology w/Lab	BI 305/355	4
Biochemistry	CH 331	3
Comparative Anatomy	BI 301	5
Histology	BI 302	4
Molecular Genetics	BI 407	4
Advanced Cell Biology	BI 413	3

The specific set of courses needed for graduate school in the health professions will differ, depending on which field is of interest. These courses should be coordinated between the student, their academic advisor, and the pre-professional advisor.

3. Business/Consulting

A student wishing to go into business or pursue a career in consulting or finance (this is a somewhat popular option for students with graduate degrees in Physics, could choose from the following courses:

Course Name	Course Number	Number of Hours
Principles of Management	MG 300	3
Financial Markets and Institutions	FI 301	4
Investments	FI 352	3
International Trade and Finance	FI 354	3
Corporate Finance	FI 364	3
Marketing Principles and Practices	MK 300	3
Marketing Research	MK 320	3

Students wishing to earn a B.A. degree are required to meet the proficiency equivalent of three semesters of a modern language.

Students whose interests lie both outside as well as inside physics should consult with the Department Chair concerning double major or minor requirements.

Pre-Professional and Dual-Degree Engineering Programs

In addition to offering a major in physics, the physics department also coordinates a dual-degree pre-engineering program, where a student would receive two degrees for five (or more) years of education – one from Millikin (usually in Physics) and one from Washington University in a chosen field of engineering. Students desiring to complete a dual-degree engineering program with Washington University should complete (at least) PY 151/171 and 152/172, MA 140, 240, 250, 305, and CH 121, 224, 151, and 152, in addition to a number of courses in the humanities and social sciences. These courses are also required for students desiring to transfer to an engineering program after two years of study at Millikin. Students wishing to pursue a career in medicine or other health professions can also major in physics and follow a program developed jointly with the physics department as well as the director of pre-professional studies.

Minor in Physics

Students seeking a minor in physics must complete a minimum of 21 credits in physics courses, including Physics 151/171, 152/172, and nine credits at the 300 or 400 level. Note: PY 325, Mathematical Physics, can count towards the 21 credit requirement, but not the nine credit upper-level requirement.

Physics Courses (PY) (Credits)**100. The Planets (3)**

Basic sky phenomena, cultural aspects of astronomy and history of astronomy to Newton, the solar system. Emphasis given to principles underlying diversity of astronomical objects, as well as the processes by which astronomical knowledge has been gained. A general education course. Three lectures per week.

101. Stars and Galaxies (3)

Astronomical optics; gravity; the structure, composition and evolution of stars; galaxies and cosmology. Emphasis given to principles underlying structure and behavior of stars and galaxies, as well as processes by which astronomical knowledge has been gained. A general education course. Three lectures per week.

104. Planets Laboratory (1)

Taken in conjunction with PY 100. Introduction to experimental measurements, astronomical optics and astronomical observations. One two-hour laboratory per week. Corequisite: PY 100.

105. Stars and Galaxies Laboratory (1)

Taken in conjunction with PY 101. Introduction to experimental measurements, astronomical optics and astronomical observations. One two-hour laboratory per week. Corequisite: PY 101.

106. Physics of Sports (4)

Investigation of how the world around us behaves and the physics behind various sporting activities. Among the topics explored in the course will be: Why does a curveball curve? Why do swimmers spend so much time on their “form”? Why do high jumpers flop backwards over the bar? The course will involve lecture, interactive discussion, and in-class, hands-on laboratory investigations of physical principles and may change meeting locations to participate in sporting activities. Prerequisite: University mathematics competency requirement must be satisfied prior to enrollment.

111. College Physics (Algebra Based) I (3)

A study of the nature of physics, specifically focusing on kinematics, dynamics, and rotational motion. Three lectures and one laboratory period each week. Primarily for students pursuing degrees in pre-health professional programs and biology (interested students should consult with their advisor and the pre-professional advisor before taking this course). Prerequisite: high school algebra, geometry, and trigonometry, or college equivalent. Corequisite: PY 171.

112. College Physics II (Algebra Based) (3)

A continuation of PY 111 covering topics from light, electromagnetism, and modern physics. Three lectures and one laboratory period each week. Primarily for students pursuing degrees in pre-health professional programs and biology (interested students should consult with their advisor and the pre-professional advisor before taking this course). Corequisite: PY 172. Prerequisite: PY 111.

151. University Physics I (Calculus Based) (3)

Primarily for majors in physics, chemistry, mathematics, engineering and pre-medicine. Topics include kinematics, dynamics, gravitation, rotation, and harmonic motion. Three lectures and one laboratory period per week. Corequisite: MA 140, PY 171.

152. University Physics II (Calculus Based) (3)

A continuation of PY 151. Topics include electric fields, electric potential, magnetic fields, DC circuits, waves, and optics. Three lectures and one laboratory period per week. Corequisite: MA 240, PY 172. Prerequisite: PY 151.

171. Physics Laboratory I (1)

A hands-on exploration of the principles covered in either College Physics I or University Physics I. Topics include kinematics, Newton's Laws, Work and Energy, and rotational motion. Prerequisite: high school algebra, geometry, and trigonometry, or college equivalent. Corequisite: PY 111 or PY 151.

172. Physics Laboratory II (1)

A hands-on exploration of the principles covered in either College Physics II or University Physics II. Topics include electric charge, electric potential, DC circuits, magnetism, optics, and waves. Corequisite: PY 112 or PY 152.

253. Modern Physics (4)

A study of the revolutions in physics since the late 19th century. Topics include special relativity, radioactivity, atomic and nuclear physics, and introductions to quantum mechanics and particle physics. The laboratory includes an introduction to Mathematica, LaTeX, journal articles, and seminar presentations. Three lectures and one laboratory period per week. Prerequisite: PY 152.

262. Experimental Physics I - Electronics (4)

A practical study of circuit theory, oscillators, amplifiers and circuit design. Designed to meet the particular interests of the student. Two lectures and a two-hour lab. Prerequisite: PY 251 or 253 or consent of instructor.

300. Astrophysics (4)

Calculus-based intermediate level course in astronomy and astrophysics. Topics include celestial mechanics, electromagnetic radiation and matter, distances and magnitudes, binary systems, Hertzsprung-Russell diagram, stellar evolution, and the large-scale structure of the universe. Includes observing project. Prerequisite: PY 253 and MA 240 or consent of instructor.

325. Mathematical Physics (3)

We will discuss applications of mathematics to various areas of physics. Topics may include vector calculus, linear algebra, differential equations, series solutions to differential equations, Fourier series, special functions, and calculus of variations. The primary audience for this course is sophomore and junior majors who are preparing to take Analytical Mechanics, Electrodynamics, or Quantum Mechanics, although applied mathematics majors may find the course useful. Cross-listed with MA 325. Prerequisites: PY 152 and MA 240, or consent of instructor. Recommended Co-Requisites: MA 250 and/or MA 303.

303. Physical Chemistry I (3)

The first course in physical chemistry. Topics include the laws of thermodynamics, elementary statistical thermodynamics, equilibrium, surface chemistry and physical chemistry of macromolecules. CH 351 and 353 are companion laboratory courses. Cross-listed with CH 303. Prerequisite: MA 240 and PY 152.

304. Physical Chemistry II (3)

Continuation of CH 303. Emphasis on quantum mechanics as applied to theories of chemical bonding and spectroscopy. Chemical kinetics also is covered. Three lectures per week. Cross-listed with CH 304. CH 351 and 353 are companion laboratory courses. Prerequisite: CH 303.

352. Theoretical and Applied Mechanics (3)

An intermediate-level survey of classical Newtonian mechanics. Conservative forces, damped and forced oscillations, momentum and energy theorem, central force problem, orbits, two-body collisions, special coordinate systems, and scattering and coupled oscillations. Vector analysis, axial rotating rigid bodies, gravitation, moments of inertia, rotating coordinate systems, continuous media, and Lagrangian and Hamiltonian mechanics. Prerequisite: PY 253. Corequisite: MA 250 or consent of instructor.

362. Experimental Physics II (3)

A more advanced laboratory course where students will only do 2 or 3 experiments, going into much more detail, and focusing on experimental design, data analysis, and written and oral presentation of results. The course will include an introduction to National Instruments' LabView. Prerequisite: PY 262 or consent of instructor.

381, 382. Advanced Topics in Physics (1-3)

Study of a topic chosen jointly by the student and the instructor. May be done as an independent study or as a regular class, depending on interest. Possible topics include advanced quantum mechanics, particle physics, optics, statistical mechanics, or anything that is of joint interest of the student and the instructor. Prerequisite: consent of instructor and Department Chair.

403. Electromagnetism I (3)

The first half of a two-semester sequence covering the basis of classic electromagnetic theory as well as special relativity. Topics include vector analysis, electrostatics and energy, boundary value problems, dielectric media, electric currents, magnetism, and concludes with Maxwell's Equations. Prerequisite: PY 253 and MA 305 or PY 325, or consent of instructor.

404. Electromagnetism II (3)

The second half of a two-semester sequence covering the basis of classic electromagnetic theory as well as special relativity. Topics include applications of Maxwell's equations, such properties of electromagnetic waves *in vacuo* and in matter, vector and scalar potentials, Lorentz transformations, and other topics in special relativity. Prerequisite: PY 403.

406. Quantum Mechanics (3)

An introduction to the methods of quantum mechanics. Schrodinger's wave equation, wave mechanics, the hydrogen atom, spin and quantum dynamics. Prerequisite: PY 253 and MA 305 or PY 325, or consent of instructor.

481, 482. Senior Research (2)

An advanced research project performed under the supervision of a faculty member. Research should include a literature search, written report, and oral presentation. Research may be either theoretical or experimental. PY 482 (offered in the spring) is required for all physics majors. Those planning to do a senior honors thesis or who intend to perform more extensive research should take both 481 and 482. Prerequisite: consent of instructor and Department Chair.

Political Science

Mark Wrighton (Chair)

Political Science Department Faculty

Full-Time: Keiko Ono, Mark Wrighton

Adjunct: Richard Dunn

Millikin University's Department of Political Science is dedicated to developing its students' understanding of the political world at the domestic and international levels. With an emphasis on theory and practice, students explore their role as active citizens in their community, country, and the world. Through a rigorous curriculum that cultivates competency in both quantitative and qualitative methodologies, we seek to develop the critical thinking and analytical skills essential to our students' long-term professional success. We also seek to instill in our students the responsibilities that civil society demands and are committed to their development as active citizens and leaders of their local, national, and world communities. We are dedicated to the development of the whole student, one who is better able to understand and engage in the development of a more ethical and just society.

Our students become life-long learners, active citizens, and leaders, with skills applicable to many career paths. Consequently, our alumni are successful in a wide variety of fields including law, criminal justice, business, advocacy, academia, diplomacy, and electoral politics. "Careers and the Study of Political Science: A Guide for Undergraduates" is available from the Department.

Majors are encouraged to participate in the Washington Semester Program at American University in Washington, D.C.; the programs of the Washington Center for Internships and Academic Seminars, the United Nations Semester in New York; Study Abroad; and in extracurricular activities such as Model Illinois Government, Model United Nations, Moot Court, and student government.

Major in Political Science

A student must complete 41 credits including the following courses:

Political Science 100, Introduction to Politics

Political Science 105, The American Political System

Political Science 221, Introduction to International Relations

Political Science 280, Methods of Political Research

(OR Mathematics 120 Elementary Probability and Statistics and Mathematics 220 Statistical Methods)

Political Science 371, Internship

Political Science 410, Political Science Professional Development

Political Science 450, Senior Thesis

Economics 100, Principles of Macroeconomics

Students interested in International Relations could take also:

Political Science 220, Current American Foreign Policy

Political Science 320, International Law and Organizations

Political Science 321, Global Issues

Political Science 322, Topics in Comparative Politics

Political Science 323, Topics in World Politics

Students interested in Legal Studies could take also:

Political Science 235, Introduction to the Criminal Justice System

Political Science 305, Philosophy of Law

Political Science 315, Supreme Court in American Politics

Political Science 330, Constitutional Law

Political Science 334, Civil Liberties and the Constitution

Students interested in American Politics/Public Policy

Political Science 224, Group Influence in America

Political Science 240, State and Local Government

Political Science 244, Campaigns and Elections

Political Science 248, The American Presidency

Political Science 340, The American Congress

Political Science 356, Topics in Public Policy

Other courses may be chosen as electives according to the student's particular interest, in consultation with the faculty adviser.

Minor in Political Science

A minor may be completed by fulfilling 21 credits of which at least nine are earned in courses numbered 300 or above. Students wishing to complete a minor must consult with the Department Chair.

Students interested in teaching political science in high schools should see the program in social sciences described in the History Department section of this Bulletin. These students are required to take Political Science 240 State and Local Government and Political Science 105 The American Political System.

Political Science Courses (PO) (Credits)**100. Introduction to Politics (3)**

This course provides an overview of the political world, from an introduction to the basic institutions of government, to key political ideologies and important political theories that define and influence political action and behavior. As the foundation course in the department's curriculum, this course introduces students to key questions that characterize the discipline and instills a common vocabulary and prepares them to study these questions in greater detail throughout the remainder of the major's coursework.

105. The American Political System (3)

This course emphasizes the theoretical underpinnings and practical understanding of the national policy process and institutions of government. The course also provides students with adequate preparation for further work in the major by emphasizing the understanding of specific political issues, the manners through which the process works (and does not), and explores the implications of current political events and investigates the ways in which political scientists measure and analyze political issues.

220. Current American Foreign Policy (3)

Examination of the objectives, principles, institutions and processes of formulation of current American foreign policy and programs. Problems of administration of strategic, military, diplomatic and economic policies toward specific countries and geographic regions will be analyzed. Prerequisite: Political Science 105.

221. Introduction to International Relations (3)

The course will provide the student with a conceptual and empirical overview of international politics. Realism, the problem of war and its causes, and Non-realist theories of international relations including complex interdependence will all be examined. Different visions of the New World order will also be studied. Skills emphasized will include moral and ethical reasoning, strategic thinking, historical analysis, negotiations, and writing.

223. Political Participation and Democratic Citizenship (3)

This course examines political participation and the quality of democratic citizenship in the United States. Because democracy presupposes an informed, engaged, participatory public, low levels of civic and political engagement and participation may be indicative of an apathetic citizenry and a cause for concern. Some citizens, however, may be acting in their rational self interest by not participating. This course examines that dilemma and explores the consequences of low levels of participation and its possible remedies. This course also encourages students to examine the political consequences of resources, social networks, and mobilization.

224. Group Influence in America (3)

The impetus for political change multiplies dramatically as individuals from different cultural backgrounds in the US band together in groups. This course examines the means by which groups – organized interests and political parties – attempt to influence public policy outcomes in the American political system. It reflects on how individuals choose to join groups and how they express collective preferences. Additionally, this course explores the internal structures and operations of interest groups and political parties as well as their relations with others in the political system and emphasizes how these aspects have changed over time and with what consequences.

235. Introduction to the Criminal Justice System (3)

Acting as a basic introduction to the legal structure surrounding the American criminal justice system, this course will walk through the various phases of the trial process. Special attention will be paid to the various professional roles that are played within the system and the critical issues that have arisen in recent years.

240. State and Local Government (3)

A course designed to familiarize students with political processes and trends in American state and local governments. Covers such topics as forms of local governments, the place of cities and states in America's federal system, state and local policy implementation, and important institutions in various state and local systems. Students will examine their own roles in local and state communities, and will sharpen their skills in research, writing, and the comparison of cases. Special attention is given to both the state of Illinois and the city of Decatur.

244. Campaigns and Elections (3)

This course will help students learn the science, art, and craft of electoral politics at the national and state levels. Our focus will be on the American nominating and general election systems in a comparative context. Mass electoral behavior will be studied and an extensive simulation will allow students to run their own campaigns, conduct polling, choose advertising, explore issues, and strategize. Students will enhance their own application, collaboration, and presentation skills as well as prepare to be more actively engaged citizens.

248. The American Presidency (3)

Why does the most powerful person on earth feel so limited in the ability to obtain favored outcomes? This course offers an in-depth examination of the theoretical underpinnings, organization, development, and powers of the Presidency. Students will acquire a working understanding of the electoral battles, the development of powers, and how the Presidency interacts with other actors in the political system. Skills developed will include historical analysis, research, comparing cases, and writing.

260. Topics in Political Science (1-3)

Course offerings of variable credit on specialized topics.

280. Methods of Political Research (4)

Introduction to the scope and methods of political science. Topics include alternative concepts of knowledge, modes of study, political ideals and their implications for political analysis. A brief survey of the political science profession: its history, sub-fields and ethics of research. Special attention is given to the practical aspects of empirical research: methods of research design, data collection, electronic data processing and elementary statistical analysis. Pre-requisite: Political Science 105.

300. Media and Politics (3)

This course explores the vital role mass media play in American politics and democratic process today and how political actors try to manage the news. The course provides students with a set of scholarly and analytical tools with which to critically assess the news and other kinds of media content. Emphasis will be also placed on the interdependent nature of the relationship among managers of the news. Pre-requisite: Political Science 105 or consent of instructor.

301. Political Behavior and Opinion (3)

This course examines the academic literature on individual political behavior and public opinion and the nature and consequences of people's understanding of politics, public opinion on various issues, political participation, and voting. The course focuses on approaches and theories developed by scholars to study public opinion, and it examines substantive opinions and inter-group differences in opinions and how they translate into political behavior. Pre-requisite: Political Science 105 or consent of instructor.

305. Philosophy of Law (3)

In the first part of the course, we will examine various theories concerning the nature of law. Of particular interest will be the issue of how these theories view the connection between law and morality. Is there a connection between law and morality? If there is such a connection, is it a necessary connection? Theories of law to be examined include legal positivism, natural law, and legal realism (critical legal studies). We will employ Peter Suber's fictional work, *The Case of the Speluncean Explorers*, to examine how these theoretical issues intersect with legal adjudication. In the second part of the course, we will focus on issues surrounding theories of judicial interpretation. Of particular interest will be constitutional interpretation. Questions to be considered include the following: How should judges interpret the constitution? What role (if any) should moral principles play in their adjudication? What is the role of judges in relation to democratically elected legislatures? In "hard cases," do judges create law (legislate from the bench) or do they work to discover the correct answer (apply the law to the case before them)? Interspersed with these more theoretical readings will be excerpts from actual legal cases. We will be interested in seeing how the theoretical issues identified above get played out in actual legal decisions. Pre-requisites: Philosophy 110, or Philosophy 211, or Philosophy 310, or consent of instructor.

310. Political Philosophy (3)

In this course, we will examine attempts by philosophers within the Western philosophical tradition to answer the following three questions. First, what justification (if any) can be given for the existence of the state? Second, what reason is there (if any) for preferring one kind of state to another? Third, what justification is there (if any) for placing limits on the power of the state to intervene in the lives of its citizens? Readings may include Plato, Aristotle, Hobbes, Locke, Mill, Berlin, Taylor, Nozick, Rawls, and others. Pre-requisites: Political Science 105, or Philosophy 110, or Philosophy 211, or consent of the instructor.

315. Supreme Court in American Politics (3)

This course provides the student with the opportunity to explore the Supreme Court as both a legal and a political institution. The course will examine the nine justices configured as a court of law whose historic mission is to adjudicate all controversies – political and otherwise – arising under the Constitution. Students will also examine the role of the Court in the political system of the United States, issues of judicial politics, and the evolution of the judiciary's powers, rights, and duties.

320. International Law and Organization (3)

This course analyzes the extent to which the growth of international organizations indicates the existence of a global international society. Students will learn about the structure and decision-making process of major international organizations and analyze the extent to which international organizations influence state behavior, international law and the evolution of universal international rules and norms. The course will examine the United Nations, the European Union, the World Trade Organization, and non-governmental organizations such as Amnesty International and Doctors Without Borders. To bring issues to life, students participate in a simulated crisis within the United Nations Security Council.

321. Global Issues (3)

The series of courses under this heading will attempt to explain the dramatic political, social, economic, and cultural issues which batter our world: terrorism, international crime, economic globalization, etc. Each semester we will be asking similar questions: can freedom and justice emerge from the current clash between cold tyranny of the markets and frenetic violence of militant nationalist and religious movements? Will the coming century repeat the barbarism of the past or usher in a steady progression towards better life? Our focus will be global and we will engage in moral reasoning, strategic thinking, negotiations, writing, questioning, and deliberation. Cross-cultural understanding will be a central value.

322. Topics in Comparative Politics (3)

The series of courses under this heading will examine the political life of the world from different theoretical perspectives of comparative politics. Each semester, the regional focus of the course may be different, focusing on Eastern or Western Europe, Latin America, Africa, Middle East, or Asia. Within each of the world regions, we will compare countries, using and evaluating crucial concepts of comparative politics and international relations. Our focus will be global and will engage in critical reading and quantitative reasoning. We will also use information technology, collaboration, negotiation, and formal presentation skills. One of the values of this course is cross-cultural understanding.

323. Topics in World Politics (3)

A series of courses under this heading will examine, in seminar format, different topics, issues and sub-fields within the substantive fields of comparative politics and international relations. Students will read and discuss the most important current literature covering the topics and conduct research and literature review projects on themes of their choice. This course will focus on the global area, and the skills fostered will be critical reading and writing, research, reflection, analysis, and scientific method. The course will foster intellectual curiosity and risk-taking.

324. Politics of the Developing World (3)

This course will examine problems associated with the political development of "rapidly changing and unstable 'developing' nation states." Students will explore the political, economic and social dimensions of transitional states in South and Central America, Southeast and Central Asia, the Middle East and Africa. Key questions will include: How do the political systems in transitional countries work - or fail to work? What is development and how do we explain the failure of some countries to develop? What strategies are used to escape poverty and underdevelopment (including revolutionary ones)? And to what extent do major political issues such as globalization, religious and ethnic conflict, the status of women, environmental devastation, the AIDs epidemic and transnational crime affect the development of transition states?

330. Constitutional Law (3)

This course acts as an introduction to constitutional case law and to the practical effects of our legal system (courts and judicial politics) on the American political system. The role of the federal judiciary, focusing on the Supreme Court, in interpreting constitutional and statutory law and in making policy will be studied. Exploration of the elements of judicial interpretation and the examination of judicial opinion writing will be major components of this course. Prerequisite: Political Science 105.

334. Civil Liberties and the Constitution (3)

Building on the understanding of judicial decision making and opinion writing established in Political Science 330, this course will concentrate on the current debates and case law found in the area of civil rights and civil liberties. The First, Fifth and Fourteenth Amendments will be explored, with time spent on the constitutional rights of the criminally accused. The process of inclusion into the political process and the constitutional interpretation of the Bill of Rights will be examined. Prerequisite: Political Science 105.

340. The American Congress (3)

This course examines the national legislative branch of government with an in-depth look at the modern lawmaking process. Emphasis placed on the evolution of the process, the importance of the committee system, the budget process, and the influence of individual Member goals and policy preferences on the policy process.

356. Topics in Public Policy (3)

Program formulation, implementation, and evaluation are all key to understanding how the political system produces the outcomes that it does. Each time this course is offered, a particular field will be chosen for intensive study. Students will explore the difficult choices government officials face, examining why some alternatives are chosen, others rejected, and others never even considered. Students will enhance their skills in reading critically, quantitative reasoning, information technology, and making formal presentations. Prerequisite: Political Science 105

360. Topics in Political Science (1-3)

Course offerings of variable credit on specialized topics. Alternate years topics. Alternate years.

361. Washington Internship or Practicum (3-6)

An internship experience in Washington, DC. Varied placements available for all majors. This course combines practical experience and training within an academic framework through a placement in an agency or organization. Students must complete an internship contract. Student performance is evaluated by a reflective portfolio and agency supervisor. This course is taught in Washington when students study at The Washington Center. Fulfills political science internship requirement. Pre-requisite: Admission to Washington Center program.

362. Washington Experience (3)

This course, taught by a qualified Washington Center instructor with an appropriate – usually terminal – degree, and university teaching experience, requires a combination of regular attendance, active class participation, written work (research paper, essays, examinations), and class projects. Topics vary, and students receive a list of courses from which to choose prior to arrival in Washington. This course is taught in Washington when students study at The Washington Center. Pre-requisite: Admission to Washington Center program.

363. Washington Leadership Forum (3)

This course encompasses student attendance at the Washington Center's Congressional Speaker Series, Presidential Lecture Series, Embassy Visits Program, site visits, tours, briefings, and other activities. The Leadership Forum enables students to better understand the world of the nation's capital - its peoples and institutions, its political processes, the issues debated and the policies forged there - and the potential impact of these endeavors on the students' future lives as professionals and citizens. This course is evaluated by students' reflective portfolios. This course is taught in Washington when students study at The Washington Center. Pre-requisite: Admission to Washington Center program.

365. Political Simulations - Model Illinois Government/Model United Nations (1)

Annual simulations which take place either in a state-wide or national competition format. This course is repeatable with no maximum.

371, 372. Internship (3) Per Semester

Supervised, practical experience opportunity. Maximum of six credits per student. Prerequisite: consent of Department Chair.

391, 392. Independent Studies in Political Science (3) Per Semester

Directed readings and/or research on topics of mutual interest to the student and the instructor. Maximum of six credits per student. Prerequisite: consent of instructor and Department Chair.

400. Seminar in Political Science (3)

Advanced seminar course in which juniors and seniors examine classic and contemporary original empirical research with particular emphasis on its substantive findings and underlying theoretical frameworks. The course provides an opportunity for students to critically evaluate research in the field and to build on current research by proposing a new project of their own. Topics vary.

410. Political Science Professional Development (1)

This class is designed to prepare the political science student for entry into the job market, or further study at the graduate level. Team-taught by the political science faculty, this class meets once a week and addresses issues of relevance to the political science professional. Topics of relevance to postgraduates, including graduate exams, graduate applications and resume and interview preparation will be discussed. Students will prepare a career portfolio, individually designed to meet their specific needs, in which professional and graduate school application materials will be collected. The portfolio will be fully assessed at the end of the semester.

450. Senior Thesis (3)

To complete a senior honors thesis a student is expected to produce a substantial original piece of research. The student will defend the written work before the faculty and students of the Political Science Department. Open only to seniors whose paper proposal has been approved by the faculty of the department.

Psychology

See listing under Behavioral Sciences

Spanish

See listing under Modern Languages

Sociology

See listing under Behavioral Sciences

College of Fine Arts

Dean Barry Pearson • (217) 362-6499

Philosophy

The College of Fine Arts recognizes the importance of developing effective responses to both the aesthetic and intellectual aspects of human experience. The College views liberal education and professional competence in the arts as being goals closely related, compatible and worthy of lifelong pursuit. While the College offers career training in the techniques and disciplines unique to the artistic crafts and professions, it also prescribes for its majors those disciplines taught in other departments considered essential for rounding out the artist's education.

Mission

The College of Fine Arts is committed to the instruction of both aspiring professionals in the performing and creative arts and those who wish to enrich their aesthetic experience or to develop an avocation. Opportunities for all students to grow aesthetically and to increase in sensitivity to their cultural environment are provided by the College's curricular, co-curricular and extracurricular contributions to the campus and surrounding communities.

Learning Goals:

1. Promote the highest level of competence in craft while encouraging creative ability, critical judgment and persistent search for aesthetic and intellectual truth.
2. Instill in students an understanding of the theory and history as well as the practice of the arts.
3. Develop critical abilities of students in the fine and performing arts that enable them to continue beyond Millikin as life-long learners and professionals.
4. Foster in students a capability to engage the intellectual and emotional truths of the human experience reflected in the arts.

Art

Edwin G. Walker, Chair
 Art Education, K-12, B.F.A.*
 Art: Studio, B.A, B.F.A.
 Art Therapy, B.F.A.*
 Commercial Art/Computer Design, B.F.A.

* Interdisciplinary major with degree by College of Fine Arts

School of Music

Stephen Widenhofer, Director
 Music, B.A.
 Music Business, B.M.
 Music Education, B.M.
 Instrumental emphasis
 Music Education, B.M.
 Vocal emphasis
 Commercial Music, B.M.
 Music Performance, B.M.
 Instrumental emphasis
 Music Performance, B.M.
 Piano emphasis
 Music Performance, B.M.
 Vocal emphasis

Theatre and Dance

Laura Ledford, Chair
 Musical Theatre, B.F.A.
 Theatre, B.A.
 Theatre, B.F.A.
 Acting emphasis
 Theatre, B.F.A.
 Stage Management emphasis
 Theatre, B.F.A.
 Technical/Design emphasis
 Theatre B.F.A.
 Theatre Administration emphasis

Talent Awards

Talent awards are offered annually to entering students through evaluation of their achievements and competencies in music, theatre and dance at an audition, or in art through review of a portfolio containing examples of actual work, slides or photographs. These awards are offered on scheduled dates and by appointment throughout the year. All interested students are encouraged to apply, as talent awards are available to both majors and non-majors.

Further information and exact dates of auditions and portfolio reviews may be obtained by writing the Department of Art, the Department of Theatre and Dance, or the School of Music or by calling Millikin's general information number at 1-800-373-7733, then pushing 3 (in Illinois). Or phone the School of Music at 217-424-6300; Theatre and Dance at 217-424-6282; or the Art Department at 217-424-6227. See also www.millikin.edu/academics/finearts

Degree Requirements

Graduation Requirements: College of Fine Arts

All students in the College of Fine Arts are required to complete the University-wide requirements and the requirements for a major within the College.

Art

Edwin G. Walker (Chair)

Art Department Faculty

Full-Time: Shelley Cordulack, Annette Russo, Lyle Salmi, James Schietinger, Edwin G. Walker

The Art Department is located in Kirkland Fine Arts Center. Five large studios, a photographic darkroom, a lighting studio, an art history lecture room, a wood-shop, a projection room and three art galleries provide a total environment designed to enrich the educational atmosphere of each Millikin student. The ceramics and metal sculpture studios provide for ceramic and three-dimensional art experiences. Commercial art and computer graphics studios are located on the lower level of the Staley Library and offer ideal studio space for these important areas. Assessment of learning goals occurs constantly throughout the curricula but specifically during Sophomore and Senior reviews for all art majors. For details, please visit www.millikin.edu/art

State-of-the-art computer graphics equipment in the art program includes a variety of high-end Apple Macintosh systems. Additional equipment includes color printers, laser printers, video and digital cameras, and editing systems. Industry standard software including Photoshop, InDesign, Illustrator, and MacroMedia are taught to provide students with skills necessary to meet the demands of an ever-expanding technologically based society. Computers are the creative tools of choice for many artists today. Students need access to these tools in order to meet the demands of today's job market.

Perkinson, Studio and Lower galleries in Kirkland feature invitational exhibits of national prominence. A collection of 10,000 slides, supplements the teaching of art history and art appreciation courses.

Mission Statement

The mission of the Millikin University Art Department is to assist the evolution of talented students in the pursuit of excellence in the visual arts with a focus on the intellectual, aesthetic, and professional development of its students and faculty. The department emphasizes learning through individual attention in a positively oriented environment.

All students must submit a portfolio for review in order to be admitted into the program. In addition to being an admission requirement, the portfolio is also used to grant art talent awards. The B.A. degree requires 33 to 39 credits in art plus the B.A. requirements listed in the College of Arts and Sciences section of this Bulletin. The B.F.A. degree requires 60 to 70 credits in art plus a one-person senior show.

Art: Studio Major

Students may choose either the Bachelor of Arts (B.A.) degree, or the Bachelor of Fine Arts (B.F.A.) degree. The B.A. degree requires at least 39 credits in art plus the B.A. requirements listed in the College of Arts and Sciences Section of this Bulletin. The B.F.A. degree requires 60 to 70 credits in art, in addition to presenting an exhibition of their work during their senior year. All art majors wishing to pursue the B.F.A. degree must successfully complete the sophomore review and maintain a minimum grade point average of 2.50 in their art classes. Listed below are the requirements for both degrees.

B.A. Learning Goals and Curriculum

Art Department learning goals are interwoven throughout the art student's academic curriculum beginning with mandatory foundation courses in Design and Drawing. The BA in Art is meant to be flexible allowing a student with an interest in art to explore possible areas of interest while anchoring their overall academic experience within the liberal arts environment. Specific goals for the BA Art major are as follows.

Personal Engagement: demonstrating an effort to gain personal growth and understanding.

Technical Skills: developing appropriate techniques with various art media.

Time Management: maximizing the use of time, creative energy, and resources.

Critical Analysis: formulating intelligent positive and negative responses to personal work as well as work of ones peers.

Professional: working towards a level of professionalism within ones art and consequently seeking out opportunities for professional experiences within ones discipline.

Bachelor of Arts (B.A.) Degree (121 credits)

AR Core Requirements: (27 credits)

AR103, 104 Drawing Orientation

AR 105, 106 Design Orientation

AR 304 Contemporary Art History

AR 381 Advanced Studio Practicum Capstone

Select three from the remaining five courses:

AR 301 Ancient & Medieval Art History

AR 302 European Art: 14th through 18th Century

AR 303 Modern Art: 19th & 20th Century

AR 305 Non-Western Art History

AR 360 Topics in Art History

Studio Electives (18 credits)

Choose from the following:

AR 121 Ceramics: Handbuilding
 AR 125 Commercial Art: Production Techniques
 AR 201 Computer Art and Design
 AR 241 Sculpture
 AR 213 Figure Drawing
 AR 215 Printmaking
 AR 217 Painting
 AR 331 Ceramics: Wheelthrowing
 AR 235 Beginning Photography

Sequential Elements (18 credits)

University Requirements
 IN140 University Seminar
 IN150 CWRR I
 IN151 CWRR II
 IN250 U.S. Studies
 IN350 Global Studies

Non-Sequential Elements

Off-Campus Learning
 Quantitative Reasoning (choose one)
 MA114 Functions
 MA117 Finite Math
 MA120 Elementary Problems & Statistics
 MA125 Math in the World
 MA140 Calculus I
 PS/SO201 Statistic Methods
 Natural Science (4 credits)
 Modern Language (0-12 credits) (must pass intermediate level)
 Electives (43 credits)

BFA Learning Goals and Curriculum

Art Department learning goals are interwoven throughout and continually reinforced within the art student's academic curriculum beginning with mandatory foundation courses in Design and Drawing. The expectation for the BFA Art major is to develop a professional quality portfolio focusing on two main areas of interest and culminating in a one-person senior exhibition. Specific goals for the BFA Art major are as follows.

Personal Engagement: demonstrating a commitment to the program, discipline of art, and individual artistic expression in an effort to gain personal growth and understanding.

Mastering Technical Skills: executing techniques at a professional level and understanding as applicable with various art media.

Time Management: making maximum use of time, creative energy, and resources in a professional manner.

Critical Analysis: formulating intelligent positive and negative responses to personal work as well as work of ones peers.

Professional: working towards a level of professionalism within ones art and consequently seeking out opportunities for professional experiences within ones discipline.

Bachelor of Fine Arts (B.F.A) Degree (121 credits)

AR Core Requirements: (27 credits)
 AR 103, 104 Drawing Orientation
 AR 105, 106 Design Orientation
 AR 304 Contemporary Art History
 AR 381 Advanced Studio Practicum Capstone

Select three from the remaining five courses:

AR 301 Ancient & Medieval Art History
 AR 302 European Art: 14th through 18th Century
 AR 303 Modern Art: 19th & 20th Century
 AR 305 Non-Western Art History
 AR 360 Topics in Art History

1st Area of Concentration: (12 credits minimum) sequence of four studio courses in one subject

2nd Area of Concentration: (9 credits minimum) sequence of three studio courses in one subject

Studio Electives: (24 credits) Choose from the following:

AR 121 Ceramics: Handbuilding
 AR 125 Commercial Art: Production Techniques
 AR 201 Computer Art and Design
 AR 241 Sculpture
 AR 213 Figure Drawing
 AR 215 Printmaking
 AR 217 Painting
 AR 331 Ceramics: Wheelthrowing
 AR 235 Beginning Photography

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Art Therapy Major

This major is offered for students who wish to prepare for a career, which uses art as a form of therapy. Successful completion of course requirements in art and psychology will enable the major to apply for positions in psychiatric institutions, hospitals, correctional facilities and other types of rehabilitation centers; or apply for entrance into select graduate schools to follow a program leading to a master's degree and certification as an art therapist.

The B.F.A. degree in Art Therapy requires 60 - 70 credits in art and 18 credits in psychology and a one person senior show.

Required Courses in Art:

AR 103, 104, Drawing Orientation
AR 105, 106, Design Orientation
AR 304, Contemporary Art History
AR 400, Art Therapy Seminar
AR 381 Advanced Studio Practicum Capstone

Select three from the remaining five courses:

AR 301, Ancient and Medieval Art History
AR 302, European Art: 14th through 18th Century
AR 303, Modern Art: 19th and 20th Century
AR 305, Non-Western Art History
AR 360, Topics in Art History

Required Courses in Psychology/Sociology:

Psychology 130, Introductory Psychology
Psychology 310, Principles of Psychopathology
Psychology 318, Personality Theory
Psychology 340, Lifespan Development
Sociology 370, Intervention with Individuals (does not exist currently as PS370) plus one additional 3-credit elective determined by student and advisor

Commercial Art/Computer Design Major

The commercial art/computer design major is designed to provide students with special skills, experiences and artistic guidance. These experiences introduce students to the world of visual communications. The program emphasizes commercial and computer graphic design relative to print and electronic media. Emphasis is placed on developing creative concepts, learning techniques and solving problems that will prepare students for future career opportunities. A special program for seniors provides them with client/designer experiences. Senior students design all types of collateral marketing and promotional material for various community businesses and organizations to give them solid work experience. Computer design training will place students at the forefront of technology and prepare them for the future of visual communication. The B.F.A. in Commercial Art/Computer Design degree requires 60 to 70 credits in art and a one person senior show.

Required Courses in Art:

AR 103, 104, Drawing Orientation
AR 105, 106, Design Orientation
AR 125, Commercial Art: Production Techniques
AR 201, Computer Art and Design
AR 225, Commercial Art: Illustration
AR 235, Introduction to Photography
AR 304, Contemporary Art History
AR 325, Commercial Art: Ad Agency
AR 326, 327, Computer Art and Design - Creative Concepts (3 credits total)
AR 425, Commercial Art: Portfolio

Select three from the remaining five courses:

AR 301, Ancient and Medieval Art History
AR 302, European Art: 14th through 18th Century
AR 303, Modern Art: 19th and 20th Century
AR 305, Non-Western Art History
AR 360, Topics in Art History

Studio Electives: (16+ credits) Choose from the following:

AR 121 Ceramics: Handbuilding
AR 241 Sculpture
AR 213 Figure Drawing
AR 215 Printmaking
AR 217 Painting
AR 331 Ceramics: Wheelthrowing

Major in Art, Specialist Teaching Certificate (K-12)

Students may qualify for certification to teach art at all grade levels in school, kindergarten through 12th grade. Such students must complete requirements for secondary education (see the teacher education section of this Bulletin) including general education and professional education courses. In addition, art students must complete:

AR 103, 104, Drawing Orientation (6)
 AR 105, 106, Design Orientation (6)
 AR 304, Contemporary Art History (3)
 AR 305, Non-Western Art History (3)
 AR 311, Art for Teachers (2)
 AR411, Instructional Analysis, Design - Specific Secondary Methods Art Lab (2)
 Select two from the remaining four Courses: (6)
 AR 301, Ancient and Medieval Art History
 AR 302, European Art: 14th through 18th Century
 AR 303, Modern Art: 19th and 20th Century
 AR 360, Topics in Art History

The B.F.A. degree in Art Education requires 60 to 70 credits in art to complete and a one person senior show.

All art majors undergo a portfolio evaluation during the second semester of their sophomore year and the first semester of their senior year. The evaluation takes place in front of the entire art faculty and provides the student with helpful insights on the content, direction and overall quality of their work.

Art Courses (AR) (Credits)**101. Introduction to Visual Culture (3)**

This course introduces some of the main concepts and procedures used by art historians in analyzing the history of visual culture. It combines the conceptual, visual, and verbal skills essential to the description and analysis of visual forms. Lectures, discussions, readings, and experiential assignments will draw from a variety of media, cultures, and periods. (replaces Art 100, Art Appreciation)

103. Drawing Orientation (3)

Introduction to drawing with emphasis on learning skills of observation and representation of still-life and photo images. Charcoal, pencil, crayon, conte and wash techniques will be used. Required of majors before admission to courses numbered above 100.

104. Drawing Orientation (3)

Continued development of formal drawing skills. In-depth examination of observational issues. Exploration of idea and image development along with extended approaches to process, figure/ground, and series development. May include exploration of figurative issues. Pre-requisite: AR103, 105.

105. Design Orientation (3)

Comprehensive study in black and white of principles and elements of two-dimensional composition. Topics covered include line, shape, texture, value, space, rhythm, balance, unity, variety, repetition, movement, scale and proportion. Color projects are introduced to develop artistic awareness and solutions to color theory. Studio and lecture. Required of majors before admission to courses numbered above 100.

106. Design Orientation (3)

Comprehensive study of use of color in two- and three-dimensional composition. Topics covered include relativity of color, its optical and expressive properties, its relationship to design elements and principles, color schemes and use of color in a variety of media. Studio and lecture. Required of majors before admission to courses numbered above 100. Pre-requisite: AR105 or consent of instructor.

107. Introduction to Studio Art (3)

A course designed for non-art majors to fulfill the general education requirement in fine arts. Emphasis is on studio experiences in painting, watercolor, handbuilt pottery, raku firing, linoleum prints, silk- screen and selected craft techniques. May not be counted toward a major in art.

121, 122. Ceramics: Handbuilding (3) Per Semester

Introductory courses to gain experience in basic forming processes, glazing and firing techniques used in clay medium. Assignments, lectures and demonstrations emphasize pinch pots, coil building and slab construction. Experience in raku, salt, and high temperature kiln firings included.

125. Commercial Art: Production Techniques (3)

Examination of production techniques through simulated job experiences. Emphasis on skill development and the understanding of design technologies and methodologies. Students will also learn to apply design principles including visual unity, good gestalt, balance and rhythm plus the appropriate use of typography and photography within design.. Studio and lecture.

201. Computer Art and Design Orientation (3)

Designed to apply computer technology to solving visual problems in fine arts and graphic design. Emphasis is on individual expression and acquiring skills to effectively communicate through computer graphics. Students are introduced to fundamentals of computer graphics through lecture, presentation, discussion and hands-on experiences.

213. Beginning Figure Drawing (3)

Introduction to the study of the human form through drawing. Emphasis on the development of basic skills used in representational drawing of the figure. Attention will be given to the development of formal and technical skills including: line quality, use of value, composition, anatomy & structure, and figure/ ground relationships. Pre-requisite: AR103, 104, 105, 106.

313, 413. Intermediate/Advanced Figure Drawing (3)

A series of courses in the continuation of the study of the human form. Emphasis on individualized approach to drawing the figure as an art form. Attention will be given to exploration of figure/ ground relationships, development of expressive content, uses of narrative, and relationship of imagery to technique. Pre-requisite: AR213 or 214.

215, 315, 415. Printmaking (3)

A series of courses (beginning through advanced) in printmaking designed to introduce students to various techniques and materials used in the print as a fine art form. Continued development of imagery and integration of multiple techniques are encouraged beyond the beginning level. Emphasis on monotype, collagraph, drypoint, relief, and etching, as well as exploration of other printmaking and drawing techniques. Pre-requisite: AR103 and 104.

217, 317, 417. Painting (3)

A series of courses (beginning through advanced) in the study of various concepts and techniques used in painting. Emphasis on the development of the skills and knowledge necessary to form a personal approach to expression through the medium of painting. Topics covered include: color (local, expressive), color temperature, light on form, inventing form. Pre-requisite: AR103, 104, and 213/214 or consent of instructor.

225. Commercial Art: Graphic Design and Illustration (3)

Examination of multiple illustration techniques. Emphasis given to learning the systematic processes employed in graphic illustration. Extensive study of typography also emphasized. Studio and lecture. Pre-requisite: AR125.

235. Introduction to Photography (3) Per Semester

Introduces student to basics of black-and-white photography. Through lectures, demonstrations and hands- on experiences, students learn skills necessary to use a 35 mm camera, develop film and accomplish a variety of darkroom processes. Emphasis is on learning how to compose photographically and the technical skills necessary to present finished photographs.

241, 341, 441. Sculpture (3) Per Semester

A series of courses (beginning through advanced) offering investigation into materials and contemporary issues in three-dimensional art. A context is presented for the exploration of creative concerns and instruction on the uses of various tools and equipment including electric and gas welding.

301. Ancient and Medieval Art History (3)

Art and architecture from prehistoric times through the Gothic period.

302. European Art: 14th through 18th Century (3)

Painting, sculpture and architecture in Italy and the North during the Renaissance, Baroque and Rococo periods.

303. Modern Art: 19th and 20th Century (3)

Painting, sculpture and architecture from Romanticism through World War II.

304. Contemporary Art History (3)

Survey of developments in American and European visual art from World War II to the present. Students examine critical issues along with style and meaning in contemporary art.

305. Non-Western Art History (3)

An introduction to the art and culture of Africa, India, China, Japan, Oceania, Ancient America & Native America, with emphasis both on style and the way in which the art functions in each of these societies.

311. Art For Teachers (2)

Emphasis on planning, presentation, organization and techniques for elementary school teachers. Attention given to different art media used in the public school. Art majors working toward a special certificate are required to take this course. May not be counted toward major in art.

320. Topics in Art (3)

This course focuses on a particular period or theme in one of the following studio areas: graphic design, painting, printmaking, figure drawing, photography, ceramics or sculpture. Pre-requisites: AR103, 104 and AR105, 106 or consent of instructor.

325. Commercial Art: Ad Agency (3)

Designed to familiarize the student with problems and solutions encountered in daily work situations. Assignments include the design of catalog covers, brochures, letterheads, logos and posters. Students will have the opportunity to interact with real clients and learn professional skills related to the design profession. Studio and lecture. Pre-requisite: AR125 or 201.

326, 327. Computer Art and Design: Creative Concepts (3)

Continuation of Art 201. Emphasis on using skills and knowledge previously gained to develop more personalized computer graphic imagery. Students will perform in-depth research in selected visual-subject areas ranging from 2-D drawing and paint programs and 3-D modeling applications, to multi-media presentations. Pre-requisite: AR201 and consent of instructor.

331, 431. Ceramics: Wheel Throwing (3) Per Semester

A series of courses in the use of the potter's wheel as a tool for artistic expression. Continued emphasis will be placed on glazing and firing in relationship to wheel-thrown objects. Pre-requisite: AR121 or 122.

360. Topics in Art History (3)

This course focuses on a particular period or theme in Art History. Pre-requisites: AR103, 104 and AR105, 106 or consent of instructor.

370, 470. Art Internship (1-3) Per Semester

The Internship Program offers students the opportunity to practice skills and to apply theories learned in the classroom and to enhance professional development beyond the regular instruction in their major fields of study.

380. Advanced Studio Practicum (1-3) Per Semester

This course focuses on a particular period or theme in Art History or one of the following studio areas: Graphic Design, Painting, Printmaking, Figure Drawing, Photography, Ceramics, or Sculpture. Pre-requisites: AR103, 104 and AR105, 106, or consent of instructor. This course also meets the requirement for the Art Department Capstone.

400. Art Therapy Seminar (3)

A survey of the theories, techniques and applications of art therapy. Emphasis will be on evaluation and assessment procedures, experimental examinations and client-therapist relations. Through discussion, personal exploration, lecture and presentation, the student will gain experience in fundamentals of the therapeutic relationship, group dynamics and the use of art as therapy.

411. Instructional Analysis, Design - Specific Secondary Methods Art Lab (2)

This lab course occurs supplementary to ED425 - IADA Specific Secondary Methods Class. It explores approaches and techniques for teaching specific to the area of visual art with focus on analyzing secondary students and their learning environment, and subsequent planning and organizing of a unit of instruction for implementation during student teaching. Also included are research opportunities for identifying instructional resources. The course includes examination of art practices, techniques, technology, history and cultural significance. Prerequisites: Admission to the secondary education program, ED221 and 400.

425. Commercial Art: Portfolio (3)

Continuation of Art 325 with emphasis on developing a professional portfolio which reflects personal design style. In conjunction with producing professional work students will learn job search and interviewing techniques as well as other creative job related skills. AR425 functions as the art capstone for BFA Graphic Design majors.. Studio and lecture. Pre-requisite: AR325.

School of Music

Stephen Widenhofer (Director)

School of Music Faculty

Full-Time Faculty: Jeremy Brunk, David H. Burdick, Daniel Carberg, Charles Ciorba, Ronnie Dean, Guy Forbes, Helen Marshall Gibbons, Laurie Glencross, Theodore Hesse, Bradley A. Holmes, Georgia R. Hornbacker, Brian Justison, Kevin Long, Michael Luxner, Manley T. Mallard II, Tina Nicholson, Cynthia Oeck, Perry Rask, Randall G. Reyman, Gary Shaw, Neal Smith, Travis Stimeling, Terry Stone, Stephen Widenhofer, W. Ronald YaDeau

Adjunct Faculty: Mark Avery, Solomon Baer, Ann Borders, John Cardoni, Susan Cobb, Sharon Chung, Frances Daniels, Michael Engelhardt, John Evans, Amy Flores, Bruce Gibbons, Sara Hoffee, Beth Holmes, Grace Huang, Sharon Huff, Sonja Kassal, Jodi Kienzler, Kristine Lecocq, Nicole Leupp, Judith Mancinelli, Christopher Nolte, Sherezade Panthaki, Douglas Phillips, Diana Rai, Leann Schuering, John Stafford, Marion van der Loo, Lois YaDeau, Soohyun Yun

Preparatory Department

Applied piano, band, string, wind instruments, voice available for children, youth and adults not enrolled in the university or not eligible for college credit..

Preparatory Faculty: Mark Avery, Solomon Baer, Ann Borders, Sharon Chung, Susan Cobb, Sandra Coryell, Frances Daniels, Amy Flores, Bruce Gibbons, Helen M. Gibbons, Laurie Glencross, Beth Holmes, Georgia Hornbacker, Grace Huang, Sharon Huff, Sonja Kassal, Jody Kienzler, Thomas LeVeck, Mary Little, Manley Mallard, Judith Mancinelli, Melissa Miller, Thomas Miller, Tina Nicholson, Deonne Orvis, Sherezade Panthaki, Perry Rask, Diana Rai, Leann Schuering, Christine Smith, Neal Smith, Laura Starshack, Terry Stone, Marion van der Loo, Lois YaDeau, W. Ronald YaDeau, Soohyun Yun

Undergraduate degree programs are offered in accordance with the standards for admission and graduation established by the National Association of Schools of Music, in which Millikin holds membership. The degree programs are also accredited by the Illinois State Teacher Certification Board. Non-credit instruction is available to Millikin and non-Millikin students through the Preparatory Department.

Mission of the School

The mission of the School of Music is to develop the whole musician – artistically, intellectually, technically – through the integration of theory and practice in an environment in which students become active learners through contact with a faculty who themselves continue to grow as artists, scholars, and teachers.

Music Core Learning Goals

- Develop musical skills through listening, analysis, playing an instrument and/or voice
- Develop an understanding of music in an historical and cultural context
- Develop musical skills within a collaborative environment

Each degree program has a subset of learning goals appropriate for major. Assessment of learning goals happens throughout the curricula but most formally in activities at the end of each year. For details visit the music website at www.millikin.edu/music.

General Information

Music students must successfully complete all University Studies and music core requirements, as well as the specific requirements of the curriculum they elect in the School of Music.

Students with adequate preparation in music normally complete all requirements in eight semesters; students with deficiencies may require additional time.

Candidates for the Bachelor of Music degree in Performance must present, at a minimum, a half solo recital during the junior year and a full solo recital during the senior year; Music Education majors must give a half solo recital. Those seeking the Bachelor of Music in Commercial Music must complete the senior project requirement. These recitals and projects must meet the minimum standards for excellence as established by the music faculty.

Bachelor of Music degree candidates in Performance and Music Education are required to pass an examination of functional keyboard skills, the Class Piano Barrier. The Barrier must be taken no later than the second semester of the sophomore year. All portions of the Barrier must be satisfied before student teaching arrangements can be finalized.

Successful completion of requirements in recital attendance (Music 100) is required of all majors, minors and students registering for applied music courses. Music education majors are exempt during the semester they student teach.

Students majoring in music must participate in a major organization each semester in residence, as needed. All those whose major area of performance is a wind or percussion instrument must enroll in band, string majors must enroll in orchestra, guitar majors must enroll in guitar ensemble, and voice majors must enroll in choir each semester in residence. Keyboard principals must enroll for band, orchestra, or choir; except for music education majors, they will replace these major organizations with MU360, Keyboard Accompanying and Ensemble, in semesters 3-6. They may elect to do so in semesters 7-8 as well. Percussion majors must also enroll in their appropriate respective ensembles.

Except as provided in the previous paragraph, all recipients of School of Music talent awards are required to participate in at least one major ensemble each semester.

Students studying private applied lessons will be charged a \$100 per credit hour fee. Students wishing to study privately in excess of degree requirements may enroll for lessons through the Preparatory Department on a space-available basis. Instrumentalists desiring applied study in voice are encouraged to enroll in Class Voice.

All course offerings in the School of Music may be used to fulfill music electives. Credits beyond those required in applied music and music organizations may be considered as music electives only with the consent of the Director of the School of Music.

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all University-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in this Bulletin for approved courses.

Special requirements for students certifying to teach are listed with the descriptions of those programs.

Music Core Requirements (Credits)

Music Theory 111, Theory (2)
Music Theory 112, Theory (2)
Music Theory 211, Theory (2)
Music Theory 212, Twentieth Century Music I (3)
Music Theory 113, Ear Training (2)
Music Theory 114, Ear Training (2)
Music Theory 213, Ear Training (2)
Music Theory 214, Ear Training (1)
Music History 211, Survey of Western Music I(3)
Music History 314, Survey of Western Music II (3)
Music History 316, Introduction to Ethnomusicology (3)
Applied Music 100, Recital Attendance (every semester) (0)
Applied Music, Principal (8)
Applied Music, Secondary (2)
Music Organization (4)
Total 39

Minor in Music

A minor in music is available to students majoring in any of the University's colleges or schools.

Acceptance as a music minor is subject to a successful audition in an applied music area taught by the Millikin University School of Music faculty and to the approval of the Director of the School of Music. Music minors are required to adhere to the recital attendance policy of the School of Music and to participate in major ensembles as needed each semester.

Nine credits must be in music courses numbered 300 or above.

Courses (Credits)

Music Theory 111, Music Theory I (2)
Music Theory 112, Music Theory I (2)
Music Theory 113, Ear Training I (2)

Music Theory 114, Ear Training I (2)

*Applied music (in the area of proficiency demonstrated at entrance audition) (4-8)

** Major Ensemble (4-8)

Music 100, Recital Attendance (enroll every semester) (0)

Music History 211, Survey of Western Music I (3)

Upper-level music electives (1-9)

Total (must include 9 upper-level credits) (28)

* Vocalists may elect to enroll in Class Voice each semester, and are exempt from the Recital Attendance requirement.

**Definition of major ensemble described above

Bachelor of Arts in Music

The Bachelor of Arts degree with a major in music is designed for the student who wants to earn a degree in music as well as to have opportunities to explore other avenues of intellectual inquiry. Students often complete either a second major or minor in a field outside of music. Students in the Bachelor of Arts curriculum are required to adhere to the recital attendance policy of the School of Music. This degree will not qualify a student for state certification as a teacher of music.

Bachelor of Arts Learning Goals

Student pursuing this degree must complete the music core. Besides the music core, which has its own set of learning goals, the large elective portion of the curriculum is outside of the School of Music and thus, falls under a variety of assessment strategies.

Besides the Music Core and University Studies requirements, candidates must complete the following:

Course (credits)

Music organization in principal applied area (4)

Music electives (5)

Additional Requirements

English Literature (3)

Historical Studies (3)

Modern Language (4)

IN 400 B.A. Capstone (3)

Liberal Arts Electives (27)

Chosen in consultation with the advisor – most of these should be courses numbered 300 or higher. Students should consider courses in music history or music theory. Additionally, students are encouraged to take courses in Art and Theatre leading to the B. A. capstone course (IN 400).

Degree total (124)

Individual Performance Studies

Gary Shaw (Chair, Wind and Percussion Studies)

Michael Luxner (Chair, Orchestral Studies)

Helen Gibbons, (Chair, Voice and Keyboard Studies)

Performance studies involve the study and applied performance of music written for piano, voice, organ, guitar, violin, viola, violoncello, double bass, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, tuba, euphonium and the percussion instruments. Degree credit in applied music may be for one, two, or three credits per semester, depending upon the degree program. A \$100 per credit hour fee is charged.

Brass Coordinator, Randall Reyman

Keyboard Coordinator, Ronald YaDeau

Strings Coordinator, Georgia Hornbacker

Percussion Coordinator, Brian Justison

Voice Coordinator, Helen Gibbons

Woodwind Coordinator, Perry Rask

Major In Music Performance (B.M.)

This curriculum is designed to develop excellence in performance and to prepare for a career in performance or the private teaching of applied music.

By the end of the sophomore year, the student must pass a barrier examination to continue in the music performance curriculum.

Music performance majors may select a curriculum with a vocal, instrumental, or keyboard emphasis.

Music Performance Learning Goals

- Develop rigorous performance competency (solo and ensemble)
- Develop extended knowledge in history, theory and conducting
- Learn pedagogy and literature for the specific performance

Vocal Emphasis

The major in music performance with a vocal emphasis requires 124 credits. Students must select a modern language (French and Italian are recommended) in the University Studies curriculum. Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Applied Music, principal (14)
Applied Music, secondary (2)
Music 302, Survey of Solo Song Literature (2)
Music History Elective (3)
Music Theory 405, Conducting (2)
Music Theory Elective (3)
Music 132, 232 Opera Workshop (4)
Music Organization (4)
Applied Music 455, Vocal Pedagogy (1)
Applied Music 456, Vocal Pedagogy Practicum (1)
Applied Music 330, 430, Recital (0)
Music 460, Vocal Performance Seminar (2)
Music 211, 212, Foreign Language Diction (2)
Electives (9)

Degree total (124)**Instrumental Emphasis**

The major in music performance with an instrumental emphasis requires 124 credits. Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Applied Music, principal (14)
Applied Music, secondary (2)
Music Theory 405, Conducting (2)
Music Theory Electives (choose three from MT 311, 403, 404, 406, and MC 301) (7-9)
Small Ensemble (2)
Music Organization (4)
Applied Music, Teaching of Applied Music (2)
Applied Music 330, 430, Recital (0)
Music Electives (6) – no major organizations
Electives (8-12)

Degree total (124)**Piano Emphasis**

The major in music performance with piano emphasis requires 126 credits. Students must select a modern language in the University Studies curriculum. Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Applied Music, principal (14)
Applied Music, secondary (2)
Music Theory 403, Form and Analysis (3)
Music Theory 404, Special Topics in Analysis (3)
Music Theory 405, Conducting (2)
Commercial Music 301, Computers in Music (2)
Music 360, Keyboard Accompanying and Ensemble (4)
Music Organization 070, Small Ensemble (2)
Applied Music 330, 430, Recital (0)
Music 453, 454, Piano Pedagogy (4)
Music 305, Survey of Piano Literature (2)
Music History elective (3)
Electives (10)

Degree total (126)**Music Industry Studies**

David Burdick (Chair)

Major In Commercial Music (B.M.)

The commercial music curriculum is designed to prepare the student for a career in the creative side of the music industry. This program of study has sufficient breadth and flexibility yet allows the pursuit of a chosen specialty in the following areas: writing/arranging, recording studio technology, or performance.

Commercial Music Learning Goals

- Demonstrate critical listening and theoretical skills through transcription, harmonization, composition or arranging and style differentiation
 - Demonstrate technological skills in the recording studio or computer-based DAW, or through music production, as well as associated listening skills
 - Demonstrate a basic understanding of how the music industry functions in the marketplace
-

Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Applied music, principal (4)
Music Organizations (4)
Music Theory 405, Conducting (2)
Music Theory 415, Commercial Theory (4)
Commercial Music 101, Introduction to the Music Industry (3)
Commercial Music 104, Introduction to the Recording Studio (3)
Commercial Music 201, 202, Studio Techniques I, II (4)
Commercial Music 275, Improvisational Styles (instrumentalists) (1)
Commercial Music 276, Improvisation Lab (instrumentalists) (1)
OR
Commercial Music 277, 278, Commercial Vocal Styles (vocalists) (2)
Commercial Music 301, Computers in Music (2)
Commercial Music 311, Perspectives in Jazz and Rock Music (2)
Commercial Music 401, Recording Engineering Practicum (2)
Commercial Music 431, Multi-Media Production (3)
Commercial Music 420, Senior Project (1)
Electives (see below) (13-15)

Commercial music majors may fulfill the electives requirement by enrolling in the following MT, MC, ML and MO courses (assuming prerequisites have been met) or opt to take courses outside of music or from other music offerings. For the convenience of the student, courses are displayed below grouped in five specialty areas with each area representing a “mini” curriculum in a specific discipline. Students are free to take all courses in a specialty area or mix courses from any/all areas.

- Music Production
 - MT 416 Jazz/Commercial Theory II (3)
 - MC 303 Project Studio (2)
 - MC 409 Songwriting (3)
- Songwriting
 - MC 408 Songwriting (3)
 - MC 409 Songwriter’s Workshop (2) – may be taken more than once
- Recording Studio Technology
 - MC 403 Practicum II (3)
 - MC 402 Studio Techniques III (3)
 - MC 303 Project Studio (2)
- Arranging
 - MT 416 Jazz/Commercial Theory II (3)
 - MC 422 Jazz Ensemble Arranging (2)
- Performance
 - Applied Music, upper level (4)
 - MC 375, 376 Advanced Improvisational Styles (2)
 - Music Organizations beyond requirements (+)

Degree total (124)

Major in Music Business (B.M.)

The music business curriculum is designed to prepare the student for a variety of career opportunities in the music industry. The program of study includes a solid core of music and traditional business along with critical coursework that blends the two fields. Each student must complete a 3-credit internship in the music industry, chosen in consultation with the advisor and chair. Additional practical experiences are available through First Step Records, Millikin’s record label and publishing company, and the Art and Entrepreneurship course sequence.

Music Business Learning Goals

- Gain field experience in music business
- Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities
- Demonstrate a basic understanding of music industry functionality, including the legal environment and the use of technology

Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Music Theory 405, Conducting (2)
Music Organizations (4)
Commercial Music 101, Introduction to Music Industry (3)
Commercial Music 104, Introduction to Recording Studio (3)
Commercial Music 301, Computers in Music (2)
Commercial Music 312, Legal Issues in Music (3)
Commercial Music 450, Topics in Music Business (3)
Commercial Music 470, Music Industry Internship (3)
Subtotal (23)

Business Sub-Core

Accounting 230, Principles of Financial Accounting (3)
Entrepreneurship 340, Foundations of Entrepreneurship (3)
Marketing 300, Marketing Principles and Practices (3)
Management 300, Management and Administration (3)

Choose one of the following:

Management 360, The Art of Entrepreneurship (3)*
Marketing 307, Advertising and Promotional Strategies (3)
Marketing 310, Personal Selling (3)
MS240, Organizational Information Systems (3)
Finance 340, Introduction to Financial Management (3)

*If ET 360 is taken, the student is encouraged to complete the A&E sequence (ET361, 362, 363 for a total of 3 credits) which may also count as the internship experience.

Sub-Core Total (15)

Electives (11-13)

Degree total (124)

Music Education

Guy Forbes (Chair)

Major In Music Education (B.M.)

Policies for admission and retention of students in the teacher education program in music are determined by the Committee on Teacher Education Programs, one of the major standing committees of the University.

Students in the music specialist program will receive the specialist K-12 certificate (Type 10), which enables them to teach all music from Kindergarten through grade 12. Endorsements in other fields may be added to the specialist K-12 certificate with additional course work. See the Director of Teacher Education for details.

Music Education Learning Goals

- Demonstrate an understanding of current teaching methods and learning theories, as well as their philosophical foundations and historical origins
- Demonstrate the ability to deliver instruction successfully to diverse groups of students, and in a variety of musical contexts, using currently available materials and technologies
- Plan instruction, evaluate its effectiveness using formal and informal assessment strategies, and reflect on the efficacy of their teaching

Candidates for teacher certification in music must:

1. Meet University Studies requirements for graduation.
2. Meet School of Music requirements for selected music education program and emphasis.
3. Meet requirements in professional education as defined by the Committee on Teacher Education Programs (CTEP). (Under School of Education see School of Education Checkpoints and Student Teaching Experience).
4. Maintain a cumulative GPA in music of 2.7 (not counting MO classes).
5. Earn a 'C' or better in the following Music Education classes:
 - a) ME 251 Introduction to Music Education
 - b) ME 341 Elementary Music Methods
 - c) ME 450 or ME 451 Secondary Music Methods
 - d) ME 460 or ME 461 Music Education Seminar and Practicum
6. Pass the music education barrier exam for area of emphasis.
7. Successfully complete the mid-program interview with the music education faculty.

University Studies Requirements

The following courses are required of all music education majors. University Studies requirements may differ from other degree programs.

Courses (Credits)

Sequential Program Elements
University Seminar (3)
Interdisciplinary 150 and 151, Critical Writing, Reading and Research I and II (6)
U.S. Studies (3)
Global Issues (3)

Non-Sequential Program Elements

Quantitative Reasoning (3)
Natural Science with lab (4)

Total (22)

Besides the Music Core and University Studies requirements, candidates must complete the following:

Music Education Sub-Core Course (Credits)

Applied Music, Principal (3)
Applied Music, Secondary (2)

Applied Music 430, Senior Recital (0)
 Music Organization (3)
 Education 120, Introduction to American Education (3)
 Education 201, Human Development and Schools (3)
 Education 310, Creating Communities of Learners (3)
 Education 320, The Exceptional Child (3)
 Education 424, Teaching Literacy in the Content Areas (1)
 Music Education 251, Introduction to Music Education (3)
 Music Education 341, Principles and Methods of Elementary Music Education (4)
 Music Education 470, 471, Supervised Teaching (elementary and secondary) (12)
 Music Theory 405, Conducting (2)
 Sub-Core Total (41)

Vocal Emphasis

In addition to the courses required of all music education majors, the vocal music education major must complete:

Course (Credits)

Music Theory 408, Choral Conducting and Interpretation (3)
 Music 211, Foreign Language Diction (1)
 Music Education 151 Vocal Music Education Lab (2)
 Music Education 351, Principles and Methods of Middle Level Music Education (2)
 Music Education 400, Instrumental Methods Survey (3)
 Music Education, 150, Laboratory Band (1)
 Music 455, Vocal Pedagogy (1)
 Music Education 411, Piano Skills for Teaching Vocal Music (1)
 Music Education 451, Principles and Methods of Secondary Vocal Music Education (3)
 Music Education 453, Choral Techniques and Materials (2)
 Music Education 461, Vocal Music Education Seminar and Practicum (2)
 Music Electives: MT200+, MH300+, MU456, MU212, MC301, MU302 (other sources by petition to Chair, Music Education) (4)
 Vocal emphasis total (25)

Degree total (127)

Instrumental Emphasis

In addition to the courses required of all music education majors, the instrumental music education major must complete:

Course (Credits)

Applied Music, Principal (1)
 Music Education 101, 102, 201, 202, 301, 302 Methods (9)
 Music Education 408, Vocal Methods (1)
 Music Education, 150, Laboratory Band (3)
 Music Education 450, Principles and Methods of Instrumental Music Education (3)
 Music Education 460, Instrumental Music Education Seminar and Practicum (4)
 Music Theory 311, Orchestration and Instrumentation (2)
 Music Theory 406, Instrumental Conducting and Literature (3)
 Music Electives: MT200+, MH300+, MU300+, ME351, (other sources by petition to Chair, Music Education) (3)
 Instrumental emphasis total (26)

Degree total (131)

Preparation in a Second Area

Students in the music education degree program may take approved music electives that prepare them to teach in a second area. Students considering this option are urged to carefully assess, with the Music Education Chair's approval and the advisor's assistance, their teaching interests and musical proficiencies, particularly those in the principal applied area.

Concentration in Composition

The concentration in composition, while neither a major nor a minor, is designed to provide guidance and opportunity for those students interested in developing the creative attitudes, technical skills and evidence of achievement necessary for advanced academic work in music composition. It consists of 4 credits in composition plus the student's choice of two out of three upper-level theory courses. An additional 2-credit course in advanced composition is available as an elective. The suggested sequence is as follows:

Sophomore Year

Fall Semester

Music Theory 201, Beginning Composition (1)

Spring Semester

Music Theory 202, Beginning Composition (1)

Junior Year

Fall Semester

Music Theory 301, Intermediate Composition (1)

*Music Theory 311, Orchestration (2)

Spring Semester

Music Theory 302, Intermediate Composition (1)

*MT404, Special Topics in Analysis (3)

Senior Year

Fall Semester

*Music Theory 403, Form and Analysis (3)

Spring Semester

**Music Theory 400, Composition (1-2)

*Choose two of these three courses, or elect all three.

**Elective.

Commercial, Technological and Performance Courses (MC) (Credits)

David Burdick (Chair)

101. Introduction to the Music Industry (3)

An overview of the music business industry as it relates to career opportunities. A survey of music in the marketplace, songwriting, publishing, copyright, business affairs and the recording industry. Additional focus on the media elements of the music industry.

104. Introduction to the Recording Studio (3)

A general introductory study of the multi-track recording studio and the signal path of sound during the different stages of modern day audio recordings. Emphasis is placed on the multi-track console operation and the patch bay.

201. Studio Techniques I (2)

A laboratory/general study approach to the operation of consoles, patch bays, and both analog and digital recorders. This class will give the student a chance to practice the theory they learned in MC 104 by hands-on demonstrations using the equipment in Millitrix Studio. Pre-requisite: Commercial Music 104. Open to commercial and music business majors only.

202. Studio Techniques II (2)

A continuing laboratory/general study of the multi-track recording studio. Emphasis is placed on signal processing equipment, microphones, SMPTE time code, and the interlocking of audio and video storage devices. Pre-requisite: Commercial Music 201. Open to commercial and music business majors only.

273/274, 373/374, 473/474. First Step Records (1)

Managing and operating First Step Records, Millikin University's record label and publishing entity. Areas of responsibility include: production, manufacturing, accounting, legal affairs, publishing, marketing/ promotion/sales, graphic arts, artists and repertoire, and e-commerce. Open to all university students of at least sophomore standing, for up to a total of 6 credits, through an interview process.

275. Improvisational Styles (1)

A survey of jazz improvisational styles in American music during the 20th century. Analysis of improvisational techniques of major innovators in jazz through extensive listening and examination of transcriptions. Pre-requisite: Music Theory 112.

276. Improvisation Lab (1)

A practicum in the application of the techniques of melodic, rhythmic and harmonic variation, elaboration, blues, paraphrase, etc., to the process of musical improvisation. Pre-requisite: Commercial Music 275 or consent of instructor.

277, 278. Commercial Vocal Styles (1)

A practicum in application of vocal techniques to musical literature of commercially relevant styles and forms. Designed to help prepare the vocal student to function as a soloist and/or background singer in recording studio environment as well as in live performance situations. Note: Must be taken sequentially, MC 277 is a pre-requisite for MC 278.

301. Computers in Music (2)

Students will learn to use music manuscript software to create scores and parts for practical ensemble configurations. Brief but comprehensive projects making use of inter-application MIDI and introductory elements of digital audio will prepare students for advanced recording studio course work. Pre-requisite: Commercial Music/Music Business/Piano Performance majors or consent of instructor.

303. Project Studio (2)

Project Studio is a course for students who wish to pursue the craft of record production. Advanced software for digital audio and related applications will be taught. Creative issues include arranging, editing, background vocals, looping and sampling, musical style, methodology, and real world modeling of various production scenarios. Students define their own goals for the course in collaboration with the instructor. Students may enroll in this course as many times as they want. Pre-requisite: Commercial Music 301 or consent of instructor.

311. Perspectives in Jazz and Rock Music (2)

This course is dedicated to the study of two of the most significant forms of American music – Jazz and Rock And Roll – in a broad manner that addresses performance, composition and recording technology/record production. The work of important innovators will be examined and placed in an historical context. Students can expect to conduct music analysis and research.

312. Legal Issues in Music (3)

Explores the unique relationship between publishing and copyright. Copyright terminology and applications, legal issues involving contracts, intellectual property, the Internet, and electronic publishing; application of the foregoing to case studies and current trends in the industry. Pre-requisite: Commercial Music 101 or consent of instructor.

375, 376. Advanced Improvisational Styles (1)

A continuation of Commercial Music 276 or 278. Emphasizes the most current and/or complex styles for both instrumentalists and vocalists. Pre-requisite: Commercial Music 276 or 278 and consent of instructor.

380. Drum Set Styles (1)

A detailed study of the history of drumming styles, important drummers and performance styles from 1920-80. Pre-requisite: Junior standing in commercial music or consent of instructor.

401. Recording Engineering Practicum (2)

A laboratory study of advanced audio techniques and video production. Emphasis is placed on audio recordings of commercial music, video editing, SMPTE time code interlocking, and the technical complexity of a music video. This course provides laboratories for students to develop and create an original music video project. Pre-requisite: Commercial Music 201 and 202.

402. Studio Techniques III (3)

Advanced techniques and applications of the technology that supports and interacts with the music industry. Soldering techniques, connector selection and installation, schematic reading, patch bay and studio design, and related areas are covered. This class is designed for those students who have a strong interest in audio and video technology beyond the surface level. Pre-requisite: Commercial Music 401 and/or consent of instructor.

403. Recording Engineering Practicum II (3)

An advanced lab class designed to let students experience and practice projects that engineers and producers could be asked to perform in “real world” settings. Projects will go beyond typical studio recording sessions to require the interaction of both technical and creative skills. Emphasis is placed on video production and audio for video. Pre-requisite: MC401 and/or consent of instructor.

408. Songwriting (3)

Technical and creative aspects of popular songwriting considered regarding lyric structure, melody, harmony, form, style, and performance. Extensive analysis of songs in the form of papers and presentations. Students will compose, perform, and demo their own songs. Pre-requisite: Music Theory 212.

409. Songwriter’s Workshop (2)

An extension of MC408, devoted to the further development and refinement of songwriting skills, and to the creation of artifacts for a writing portfolio. Songs will be performed for and discussed with peers. High-quality demo recordings will be produced at Millitrix in conjunction with student engineers/ producers and student performers. Pre-requisite: Commercial Music 408.

420. Senior Project (1)

Required of all commercial music majors during the senior year. Depending on the student’s chosen track and in consultation with the advisor, the project could include elements of live performance, composition/ arranging, multimedia or lecture-demonstration. Pre-requisite: senior standing in Commercial Music.

431. Production (3)

Capstone course for the commercial music emphasis major. Pre-requisites: Commercial Music 401 and Music Theory 415.

450. Seminar: Topics in Music Business (3)

Close examination of current issues and trends in the music industry. Emphasizes collaborative learning, with each student making major presentations in areas relating to career focus. Capstone course. Pre-requisite: senior standing in Music Business.

470, 471. Music Industry Internship (1-3)

An opportunity for students to receive academic credit outside the classroom for work related to their field of study. Students may apply for a maximum of three semester hours for work they themselves have secured in consultation with the advisor and chair. An additional course fee may be charged to cover the instructor’s expenses for “on location” visits.

491, 492. Independent Study (Music Industry Studies) (1 to 4)

Study in-depth, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of instructor and department chair.

Music Education Courses (ME) (Credits)

Guy Forbes (Chair)

101. Woodwind Methods I (2)

Methods for playing and teaching clarinet and saxophone.
Co-enroll in ME150.

102. Percussion Methods (1)

Methods for playing and teaching percussion.

150. Laboratory Band (1)

Practical application of performance and teaching skills introduced in methods classes.
Co-enroll in ME101, 201, 301 or 400.

151. Vocal Music Education Lab (1)

Peer-teaching laboratory introduces the application of learning theories and methods through observation and analysis. Enroll fall and spring semesters. Pre-requisite: ME251 or co-enroll.

171. Music Education Internship (1)

Experience in school music settings with a certified teacher. Students act as unpaid teacher aides in an elementary and/or secondary school for a minimum of 20 clock hours during a semester in addition to seminars for orientation, discussion and evaluation. The focus of the course is on observation of, and critical reflection upon, current public school music instruction. Course may also involve some limited teaching as deemed appropriate by the cooperating teacher and university supervisor. Pre-requisite: ME251 or consent of music education coordinator. Graded pass/fail only.

201. Brass Methods (2)

Methods for playing and teaching brass instruments. Co-enroll in ME150

202. Low String Methods (1)

Methods for playing and teaching cello and bass.

251. Introduction to Music Education (3)

An introduction to the history, philosophy, learning theories and methods that provide a foundation for teaching music in the early 21st century. Through observation, discussion, planning, and practice teaching students learn classroom presentation techniques and examine political and social trends that have shaped the current framework of music education in the United States. The class also contains a related component that addresses and utilizes current technologies that can be used in the music classroom.

301. Woodwind Methods II (2)

Methods for playing and teaching flute, oboe, and bassoon. Co-enroll in ME150.

302. High String Methods (1)

Methods for playing and teaching violin and viola.

341. Principles and Methods of Elementary Music Education (4)

Knowledge, skills, values and dispositions necessary for delivering comprehensive music instruction to children grades K-5. Developmental appropriateness, careful sequencing of rhythmic and tonal concepts, and the selection of high quality musical materials are fundamental to the pedagogy taught in this course. Students will observe the professor teaching children in a laboratory school setting, and then plan and teach those classes themselves during the second half of the semester. Pre-requisite: Music Education 251 or consent of instructor.

351. Principles and Methods of Middle Level Music Education (2)

Knowledge, skills, values and dispositions necessary for delivering comprehensive music instruction to adolescents in grades 5-8. Students will learn to compare musical elements across various cultures and study the role of music in select U.S. ethnic groups. Choral techniques and repertoire for the changing voice, engaged listening and active music making in general music contexts will be emphasized. Pre-requisite: Music Education 251 and 341.

400. Instrumental Methods Survey (3)

Survey of methods of playing and teaching instruments, aimed at vocal music education majors. Co-enroll in ME150. Pre-requisite: ME 251.

408. Vocal Methods (1)

Designed for instrumental music education majors who will gain needed singing experience and the information necessary to teach children and adolescents to sing in both solo and group situations.

411. Piano Skills for Teaching Vocal Music (1)

Piano skills essential for teaching choral and general music, including reading and improvising accompaniments for classroom, open-score reading and accompanying for choral rehearsals, and accompanying vocal warm-up activities. Pre-requisite: Music 204 and admission to Teacher Education Program.

414. Elementary Skills and Methods of Music (2)

Skills and methods of teaching music in elementary school (K-6). Limited to declared elementary education majors. Pre-requisite: Education 120.

450. Principles and Methods of Instrumental Music Education (3)

Principles, methods, and materials for teaching instrumental music at all levels. Topics will include philosophy and history of music education, lesson planning, learning theories, rehearsal techniques, repertoire, and program administration. Pre-requisites: ME251, MT406 and admission to Teacher Education Program.

451. Principles and Methods of Secondary Vocal Music Education (3)

Focuses on teaching pedagogy and curriculum for vocal music education at the secondary level. Pre-requisites: Music Education 251, MT408 and admission to Teacher Education Program.

453. Choral Techniques and Materials (2)

An examination of the techniques and materials appropriate to the instruction of students in large and small secondary choral organizations. Emphasis upon vocal production and developing the choral instrument. Secondary emphasis on musical style and performance practice, through the use of selected repertoire. Pre-requisites: ME 451, MT 408, admission to Teacher Education Program, or consent of instructor.

460. Instrumental Music Education Seminar and Practicum (4)

Practical application of methods and techniques for teaching instrumental music in school settings. Students will work in a local school instrumental program under the guidance of the professor and on-site teacher. Teaching and directing jazz bands and marching bands, and creating marching drills will also be covered. Pre-requisites: Music Education 450, successful completion of the Class Piano Barrier, and admission to Teacher Education Program.

461. Vocal Music Education Seminar and Practicum (2)

A faculty-guided, field-based practicum which takes place mostly in a secondary music classroom where university students, university instructor and cooperating teacher plan, teach, reflect, and assess music education for the public school students in the class. Pre-requisites: Music Education 451, successful completion of the Class Piano Barrier, admission to Teacher Education Program.

470. Supervised Teaching (Elementary) (6)

Fourteen weeks of full-time teaching experience in elementary public schools under direction of qualified cooperating teachers. Pre-requisites: Music Education 460 or 461, good standing in the teacher education program (see requirement for student teaching under School of Education – Student Teaching Experience), a minimum 2.7 GPA in music (excluding ensembles), and meet grade requirements in core music education classes.

471. Supervised Teaching (Secondary) (6)

Fourteen weeks of full-time teaching experience in secondary public schools under the direction of qualified cooperating teachers. Pre-requisites: Music Education 460 or 461, good standing in the teacher education program (see requirement for student teaching under School of Education – Student Teaching Experience), a minimum 2.7 GPA in music (excluding ensembles), and meet grade requirements in core music education classes.

491-492. Independent Study in Music Education (1-3)

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of the instructor and Department Chair.

Music History and Literature Courses (MH) (Credits)

Travis Stimeling, Coordinator

100. Understanding Classical Music (3)

A general education course. Introduction of the basic elements of music and their development as illustrated in the works of the great composers. Emphasis on developing listening skills. No credit for music majors.

101. Understanding Jazz (3)

A thorough investigation of jazz music as a 20th century phenomenon. A chronological approach to the study will culminate in the most recent developments in modern jazz and its pop music manifestations. An exploration of the historical basis, various styles and characteristics of jazz music - its soloists and groups- will constitute the course. No credit for music majors.

110. Understanding World Musics (3)

An introduction to the types and functions of music in non-Western cultures. The course explores selected ethnic and economic groups and their relationship to broader national or continental musical issues, with an emphasis on experiential learning. Previous musical experience not required. No credit for music majors.

211. Survey of Western Music I (3)

Stylistic vocabulary, score reading, and analysis of music in Europe from Medieval times through the Classical Period. Emphasis on critical listening in a cultural context.. Pre-requisite: Music Theory 111/113

213. The Rock Experience (3)

Students will reflect on their own rock experience – the meaning of rock music in their lives, while examining the historical/cultural/musical origins and early development of rock and roll music through lectures, reading and discussion assignments, viewing of video clips, listening to recorded music, live music performance in class and Q&A with guests. Students will learn to view themselves as part of the triangle of relationships among musicians, fans and the music industry. As students reflect upon the meaning of this triangle of relationships they will chronicle their thoughts – as well as present research - on their own “rock page” website.

304. Studies in Music of the Middle Ages and Renaissance (3)

Study of musical scores, forms, styles and media from the fall of Rome through the Renaissance. Pre- requisite: Music History 211 or consent of instructor.

314. Survey of Western Music II (3)

Selected topics from 19th and 20th centuries used to introduce technologies and strategies in music research. Emphasis on primary texts. Pre-requisite: Music History 211

315. Jazz/Commercial History and Forms (3)

Study of vernacular music in the United States, beginning with West African influences through minstrelsy, parlor song, musical theatre, ragtime, blues, jazz, country music, and rock, with particular emphasis on social and economic contexts.

316. Introduction to Ethnomusicology (3)

An introduction to the theoretical principles and research tools that have influenced the history of ethnomusicological inquiry. Various world musics explored through performance, recordings, texts, and primary research. Pre-requisites: MH211 and MH314, music majors only.

318. Opera History (3)

Development of operatic philosophies, forms, libretti and musical styles over the past three centuries. Pre-requisite: MH211.

491, 492. Independent Study (History and Literature) (1-3) per Semester

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of the instructor and Department Chair.

Applied Music Courses (ML)

Laurie Glencross & Helen Gibbons, Coordinators

Applied Major (1-3) Per Semester

Instrument: 1st. Yr / 2nd. Yr / 3rd. Yr / 4th. Yr.

Piano: 107, 108 / 207, 208 / 307, 308 / 407, 408

Voice: 111, 112 / 211, 212 / 311, 312 / 411, 412

Organ: 113, 114 / 213, 214 / 313, 314 / 413, 414

Violin: 115, 116 / 215, 216 / 315, 316 / 415, 416

Viola: 117, 118 / 217, 218 / 317, 318 / 417, 418

Violoncello: 121, 122 / 221, 222 / 321, 322 / 421, 422

String Bass: 123, 124 / 223, 224 / 323, 324 / 423, 424

Flute: 125, 126 / 225, 226 / 325, 326 / 425, 426

Oboe: 127, 128 / 227, 228 / 327, 328 / 427, 428

Clarinet: 131, 132 / 231, 232 / 331, 332 / 431, 432

Bassoon: 133, 134 / 233, 234 / 333, 334 / 433, 434

Saxophone: 135, 136 / 235, 236 / 335, 336 / 435, 436

Trumpet: 137, 138 / 237, 238 / 337, 338 / 437, 438

French Horn: 141, 142 / 241, 242 / 341, 342 / 441, 442

Trombone/Euphonium: 143, 144 / 243, 244 / 343, 344 / 443, 444

Tuba/Euphonium: 145, 146 / 245, 246 / 345, 346 / 445, 446

Percussion: 147, 148 / 247, 248 / 347, 348 / 447, 448

Guitar: 151, 152 / 251, 252 / 351, 352 / 451, 452

Jazz Piano: 153, 154 / 253, 254 / 353, 354 / 453, 454

Music Organizations, Ensembles (MO)

Brad Holmes (Chair, Choral Studies)

Michael Luxner (Chair, Orchestral Studies)

Randall Reyman (Coordinator, Jazz Studies)

Gary Shaw (Chair, Wind and Percussion Studies)

(Ensembles designated by an asterisk * fulfill the major ensemble requirement. See individual degree programs for specific performance requirements.)

110/210/310/410. Millikin-Decatur Symphony Orchestra* (1)

Both a community-supported orchestra and a major organization within the School of Music. Attendance at all rehearsals and concerts is mandatory. Required of all advanced students of orchestral stringed instruments. Students of wind, brass, and percussion instruments are placed in MDSO by recommendation of the applied faculty. For certain periods of the year, student players may operate as an autonomous chamber orchestra in lieu of participation in MDSO.

120/220/320/420. Concert Band* (1)

Open to all University students by audition. Members must attend all rehearsals and concerts. Focused on developing musicianship through the performance and study of standard concert band repertoire. Presents two performances on campus each semester with occasional performances at local schools as well.

122/222/322/422. Symphonic Wind Ensemble* (1)

Open to all University students. Selection by audition only. Members must attend all concerts and rehearsals. Performs a wide variety of music with emphasis on the traditional and contemporary literature written for wind band. Tours locally or regionally each year in addition to campus performances.

130-140. Choral Organizations (1)

The number and structure of choral organizations is determined the first week of each fall semester after auditions. Membership in choral organizations is by audition. All choral groups combine into the "Union of Choirs" when performing major works and Christmas Vespers. Each organization pursues a unique course in the exploration of artistic choral repertoire. Rehearsal times range from two to five hours per week. Other choirs may be formed depending on the needs of students.

133/233/333/433. Women's Ensemble*

Performs works especially written for treble voices. Literature is chosen from each major historic musical period. Popular arrangements are also a part of the repertoire.

134/234/334/444. Concert Choir*

Concert literature of music from the last five centuries.

135/235/335/435. University Women*

Advanced women's ensemble.

137. Millikin Men*

Broad range of men's chorus literature from traditional to popular arrangements.

139/239/339/439. Chamber Chorale*

An auditioned mixed ensemble that focuses on the standard choral repertoire.

140/240/340/440. University Choir*

Highly select choral ensemble. Performs representative choral literature of 16th through 20th centuries.

160. Jazz Bands I and II (1)

Membership through audition only. Study and performance of music representative of various styles and periods of the jazz idiom.

161. Jazz and Commercial Ensembles (1)

A playing experience focusing on development of skills needed by professional jazz and commercial musicians. Off campus "real world" experiences will be an important component of this class. Pre-requisite: consent of instructor.

170-190. Chamber Ensembles (1)

Study and performance of musical works written for smaller instrumental and vocal ensembles. Students enrolled are expected to present at least one public performance per semester. Standing ensembles include: Brass Quintet, Clarinet Quartet, Percussion Ensemble, Saxophone Quartet, String Ensemble, Trombone Quartet, Tuba Quartet, Flute Choir and Woodwind Quintet. Vocal ensembles include Madrigals and Tudor Voices, small vocal ensembles ranging from eight to twelve singers, focusing on music of the Renaissance and Baroque periods. Additional ensembles may be added each semester to serve students' program needs. Pre-requisite: consent of instructor.

172/272/372/472. Guitar Ensembles* (1)

Small select groups. Membership through audition only. Study and performance of music from the Renaissance to the 20th century.

173. Percussion Ensembles (1)

Membership through audition only. Required of all students registered for percussion lessons.

174. Commercial Vocal Ensembles (1)

Membership by audition only. Ensembles perform a variety of jazz and contemporary pop literature written or transcribed for voices with and without rhythm section. Includes OneVoice, Rebirth of Cool, Vocal Jazz Authority

Music Theory Courses (MT) (Credits)

Tina Nicholson (Coordinator)

100. Music Fundamentals (3)

Treble and bass clef reading; major and minor scales; spelling major, minor, diminished, and augmented triads; basic solfège skills; rhythmic, harmonic, and melodic recognition and dictation in various musical styles. Prepares music or musical theatre majors for MT111/113 and satisfies Fine Arts Requirement for non-majors. Pre-requisite: placement.

111, 112. Music Theory (2)

Rudiments of music: key signatures, scales, triads, seventh chords. Diatonic harmony, basic rhythm skills, critical listening. Second semester emphasizes diatonic part-writing, analysis of basic modulations, and small forms. Coordinated with Music Theory 113, 114.

113, 114. Ear Training (2)

Emphasis on reading and singing skills, basic solfège. Rhythmic, melodic, and harmonic dictation; error detection. Coordinated with MT 111, 112

201, 202. Beginning Composition (1 credit per semester)

Beginning study of techniques of 20th century composition. Emphasis is on development of basic techniques through study and analysis of important works from this century. Pre-requisite: Music Theory 112 and 114.

211. Music Theory II (2)

Study of chromatic harmony and analysis of larger forms in historical perspective. Coordinated with Ear Training 213. Pre-requisite: MT 112/114

212. Twentieth Century Music (3)

Twentieth Century compositional techniques, with an introduction to jazz and popular harmonic practice. Pre-requisite: MT 211/213.

213. Ear Training II (2)

Continue to develop skills acquired in MT 114. Chromatic examples used in dictation, reading, and singing. Co-enroll with Music Theory 211.

214. Ear Training II (1)

Advanced sight-singing, rhythmic reading, dictation, and aural analysis. Some work in jazz and pop idioms. Co-enroll with Music Theory 212.

301, 302. Intermediate Composition (1-2)

Continuation of Music Theory 201 and 202 with emphasis on more advanced concepts and techniques and composing for larger ensembles. Pre-requisite: Music Theory 201 and 202, and consent of instructor.

311. Orchestration and Instrumentation (2)

Study of characteristics of individual instruments and writing for various combinations. Problems in transcription and techniques from various periods will be covered. Pre-requisites: Music Theory 212 and 214.

400. Composition (1-2)

Techniques in 20th century composition. Includes original work and analysis of examples from contemporary music. Pre-requisites: Music Theory 301 and 302, and consent of instructor.

403. Form and Analysis (3)

Evolution of musical forms and styles through detailed analysis of scores. Pre-requisites: Music Theory 212 and 214.

404. Special Topics in Analysis (3)

Detailed structural analysis of music drawn from a specific repertoire, genre, or compositional style. Possible topics might include but are not limited to the following: counterpoint, Bach cantatas, cyclicism, polyphony, the Classical sonata, song cycles of the 19th and 20th centuries, piano music of Brahms, Expressionism, or Impressionism.. Pre-requisites: Music Theory 212 and 214.

405. Conducting (2)

Fundamental conducting techniques, score reading, and interpretive problems for instrumental and choral organizations. Instrumental transposition and instrumentation involved in score reading. Voice techniques involved in the choral score. General rehearsal techniques, seating arrangements, selection of repertoire, and program planning. Pre-requisites: Music Theory 112 and 114.

406. Instrumental Conducting and Literature (3)

Advanced conducting problems and score analysis for instrumental groups. Emphasis will be placed on breadth of literature for middle through high school orchestra and band. Pre-requisite: Music Theory 405.

408. Choral Conducting and Interpretation (3)

Specific rehearsal techniques for choral organizations. Emphasis on problems of the vocal instrument, tone, pitch, diction, phrasing, and voice arranging. The class serves as a demonstration choir. Each member will prepare scores and music. Pre-requisite: Music Theory 405.

411. Advanced Conducting (1-3)

Emphasis will be placed on score study and rehearsal preparation. Each student will prepare selected literature to rehearse with selected large ensembles. Intended for senior music majors and particularly useful for those student teaching during the following semester. Pre-requisites: Music Theory 405, and either Music Theory 406 or 408.

415. Commercial Theory (4)

General study of melodic, harmonic and formal concepts and techniques used in various styles of jazz and pop. Practical application achieved through a piano laboratory component as well as arranging and composition projects. Pre-requisites: Music Theory 212 and 214 or consent of instructor.

416. Commercial Theory (3)

Continuation of Music Theory 415 with a greater emphasis on arranging and composition. Pre-requisite: Music Theory 415 or consent of instructor.

422. Jazz Ensemble Arranging Techniques (2)

Practical writing techniques for jazz combo and big band. Pre-requisite: Music Theory 416.

491, 492. Independent Study (Theory and Composition) (1-3)

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of instructor and Department Chair.

Music Courses (MU) (Credits)

Laurie Glencross & Helen Gibbons, Coordinators

Terry Stone, Director of Opera

100. Recital Attendance (0)

Music majors enrolled for private music instruction are required to attend fourteen pre-approved campus music events each semester. Music minors and Musical Theatre majors must attend seven events.

103/104/203/204. Class Piano (1) Per Semester

A four-semester sequence emphasizing the development of reading skills and elementary keyboard technique, as well as certain functional skills: sight-reading, chording, harmonization, transposition, and reading open scores.

105/106/205/206/305/306/405/406. Class Voice (1) Per Semester

For non-majors and music minors whose principal is voice. An eight-semester sequence emphasizing the technical development of the singing voice as well as opportunities for acquiring performance skills. A wide variety of song styles are studied and performed. Students may take three semesters of the sequence in order to satisfy the Fine Arts requirement in the MPSL.

132/232/332/432. Opera Workshop

Basic training in opera performance including vocal coaching, stage movement, and scene preparation; sessions on opera history, audition techniques, and performance psychology. Scenes and/or small chamber works will be performed. Students may assist with technical preparation for operas and scene programs. Vocal Performance majors must enroll in MU132 and 232 during their first four semesters on campus.

211. Foreign Language Diction (1)

For voice students. Pronunciation of foreign languages as used in singing with particular attention to Italian, German and Latin. Fall or spring semesters.

212. Foreign Language Diction (1)

For voice students. Continuation of MU 211 with particular attention to French, English, and Spanish. Spring semester only. Pre-requisite: MU211.

220. Reed Making for the Oboe (1)

Students will learn to make and adjust oboe reeds, and to select cane, reed supplies, and equipment. Alternate spring semesters. May be repeated twice for credit.

230. Sophomore Recital (0)

Elective recital with the consent of the applied instructor.

302. Survey of Solo Song Literature (2)

Designed to acquaint students with the origins of solo vocal music; German Lieder; French mélodie and chanson; Italian, Russian, and Spanish traditions; and English-language repertoire. Pre-requisite: MH211.

307. Survey of Piano Literature (2)

Survey of literature for the piano, harpsichord, and clavichord. Pre-requisite: junior standing or consent of instructor.

330. Junior Recital (0)

Required of all Performance majors in the junior year; may be elected by other music majors with the consent of the applied instructor.

360. Keyboard Accompanying and Ensemble (1)

Open to students enrolled in private piano study, to others by audition and consent of instructor. Keyboard principals who are not music education majors replace large organizations with MU360 in semesters 3-6, and may elect to do so in semesters 7-8 as well. They will accompany other students for recitals and jury examinations under faculty supervision. A limited number of opportunities are available to accompany School of Music ensembles, again under faculty supervision.

430. Senior Recital (0)

Required of all Performance and Music Education majors in the senior year; may be elected by other music majors with the consent of the applied instructor.

453. Piano Pedagogy I (2)

A study of beginning piano methods for preschool and average-age beginners, with emphasis on materials incorporating MIDI disks. Strategies for teaching rhythm, reading, technique, and musicianship. Survey of elementary solo and ensemble literature. Emphasis on independent studio management and the business of teaching. Overview of learning theories to include psychologists, philosophers, and educators. Observation of private and group lessons through the Preparatory Department. Offered every other year. Pre-requisite: junior standing or consent of instructor.

454. Piano Pedagogy II (2)

Emphasis on intermediate-level repertoire (Baroque, Classical, Romantic, contemporary, jazz), technique, and musicianship materials. Introduction to technology in electronic keyboard lab: MIDI disks/sequencer, computer-aided theory instruction, pedagogy Internet sites. Group teaching strategies for group teaching or college classes. Survey of methods for the adult beginner and class piano texts for the music major. Observation of private and group lessons through the Preparatory Department. Offered every other year. Pre-requisite: applied Music 453.

455. Vocal Pedagogy (1)

Survey of pedagogical theory for the private teacher, comparing various texts and methods of voice production. Students will observe teaching by university faculty. Fall semester only. Pre-requisite: 300-level voice lessons or consent of instructor.

456. Vocal Pedagogy: Practicum (1)

Students will give one-on-one supervised instruction to students enrolled in Voice Class and will function as assistants to faculty. Pre-requisite: MU455.

457. Organ Literature and Pedagogy (2)

Literature from the 14th century to the present with emphasis on periods, styles, national schools and the type of organs which developed. Equal emphasis is given to organ teaching, piano pre-requisites and evaluation of various pedagogical materials.

460. Vocal Performance Seminar (1) Per semester

Study and performance of songs and/or arias centered on specialized topics, with attention given to advanced singing diction and musical style. Pre-requisites: voice study at the sophomore level and consent of instructor.

461, 462. String Pedagogy (Includes Guitar) (1)

Study of techniques, methods and literature for the teaching of string instruments at all levels and the history of string pedagogy. Pre-requisites: consent of instructor.

463, 464. Woodwind Pedagogy (1)

A survey of pedagogical approaches to all woodwinds, with emphasis on advanced playing techniques and literature. Pre-requisite: consent of instructor.

465, 466. Brass Pedagogy (1)

Study of techniques, methods and literature appropriate for the teaching of brass instruments at all levels. Pre-requisite: consent of instructor.

467, 468. Percussion Pedagogy (1)

Study of techniques, materials, and literature for the teaching of percussion instruments at all levels. Pre-requisite: consent of instructor.

471, 472. Practicum in Piano Pedagogy (1)

Open to students who have completed MU453. Students will teach a 45-minute weekly group lesson and a 30-minute weekly private lesson to average-age beginners under faculty supervision. A 30-minute weekly conference session will be held with the instructor to discuss lesson planning and teaching strategies. Lessons will be videotaped and critiqued throughout the semester.

491, 492. Independent Study (Applied) (1-3) Per Semester

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of instructor and Department Chair.

Theatre and Dance

Laura Ledford (Chair)

Department of Theatre and Dance Faculty

Full-Time: Lori Bales, Amy Chisman, David Dawson, Jana Henry, Vincent Landro, Laura Ledford, Kevin Long, Barbara Mangrum, Alex Miller, Angela Fledderman-Miller, Sean Morrissey, Denise Myers, Barry Pearson, Roger Smart

Part-time: Ann Borders, Marie Jagger-Taylor, Gary Shull

Mission Statement

Our mission as teacher-artists and student-artists is to stimulate and develop, in concert with our audiences, an imaginative and honest engagement with performance as both method and subject of inquiry. As life-long learners and active participants in our communities, we explore important ideas, peoples and perspectives of the world at large, as well as the spirit and intellect of the individual, through the practice of our craft in the classroom and on the stage as disciplined theatre professionals and committed artists.

Degree Programs

The Department of Theatre and Dance offers the Bachelor of Arts (BA) degree in Theatre, the Bachelor of Fine Arts (BFA) degree in Musical Theatre, and the Bachelor of Fine Arts (BFA) degree in Theatre with emphases in Acting, Design/Technical, Stage Management, or Theatre Administration. Students in all degree programs must complete Millikin's University Studies requirements in addition to their course work in Theatre. All degrees are designed for students interested in pursuing careers in professional, academic, regional and community theatre. Minor degrees are offered in Dance and Theatre.

Students are admitted to the BFA programs in Theatre and Musical Theatre based upon auditions and/or interviews and only after being admitted to the University. After being admitted to any BFA program, students must pass a second audition/interview at the end of their first year in order to continue in the BFA program. Students admitted to the BFA program may be removed from the BFA program at any time at the discretion of the theatre faculty.

All degree programs in the Department of Theatre and Dance promote competent craftsmanship, creativity and the development of the individual artist within the context of a liberal education. Performance, in the broad sense, and the development of artistic responsibility are emphasized throughout a student's career.

For students studying in the BFA programs, there are five central goals:

1. Collaboration: brings students into work and learning relationships to realize that work is by, its nature, a shared undertaking.
2. Analysis: Experientially teaches advanced knowledge of disciplinary theory that enables students to translate texts into expressions within their chosen areas of focus.
3. Technique: equips students with the means to both express and explore important ideas in a global context within their chosen area of focus.
4. Professionalism: instills in students a set of ethical values that guide them as working professionals and educated individuals in a global society that will sustain them as artists and professionals in whatever endeavor they may choose.
5. Meaning and value: asks students to integrate all elements of their liberal education to create lives that are both professionally successful and personally meaningful.

Assessment of learning goals happens throughout the curricula but most formally in activities at the end of each year. For details see the website. Ample opportunities for performances and production work are available during the main stage and studio seasons (typically 2 musicals, 3 plays, 1 opera and 1 dance concert). In addition to the main stage theatre season, students have performance and production opportunities through Pipe Dreams Experimental Theatre work (25-30 one-acts), Children's Theatre, and activities off-campus. As upperclassmen, those in design/technical theatre may design for main stage productions. Three performance facilities are available for productions. Kirkland Fine Arts Center's 2,000-seat theatre is used for large musicals and dance performances. Albert Taylor Theatre, a 250-seat proscenium theatre, is the site of smaller musicals, plays, dance performances, and operas in the main stage season. Pipe Dreams is a 90-seat experimental space, which serves as a laboratory for main stage and student-directed productions.

All BFA performance majors (musical theatre and acting emphasis) are required to audition for all main stage productions. All first year BFA performance majors are required to audition for student-directed Pipe Dreams productions. BFA performance majors must formally petition the department chair to be excused from auditions. The departmental learning goals are imbedded in both the curriculum and the production experience, and a BFA student's commitment to the production process will be evaluated accordingly.

Major In Musical Theatre, B.F.A. Degree

The BFA in Musical Theatre requires 125 credit hours for graduation, 88 of which must be in the major area. In addition to completing University Studies requirements, musical theatre majors must complete the following:

Voice and Acting (35 credit hours)

8 credits in applied voice, or one credit per semester enrolled at Millikin. Private music lessons in voice will carry a \$100 per credit hour fee.

Theatre 141, Acting I (3)

Theatre 142, Acting II (3)

Theatre 240, Voice for the Stage (3)

Theatre 241, Advanced Voice (3)

Theatre 345, Acting: Advanced Scene Study (3)

Theatre 446, Acting: Musical Stage I (3)

Theatre 447, Acting: Musical Stage II (3)

Acting/applied voice electives (6)

Dance and Movement (16 credits)

Beginning Movement for Actors I (1)

Beginning Movement for Actors II (1)

Tap (2)

Jazz (2)

Dance 446, Theatre Dance I (2)

Dance 447, Theatre Dance II (2)

Ballet - 4 semesters, the first 4 semesters in the program (6 credits)

Music Support (18 credits)

2 credits in applied piano

Music Theory 111, 112 (4)

Ear Training 113, 114 (4)

Theatre 337, Musical Theatre History and Literature I (3)

Theatre 338, Musical Theatre History and Literature II (3)

Theatre 339, Musical Theatre Repertoire I (1)

Theatre 340, Musical Theatre Repertoire II (1)

Theatre Support (13 credits)

Theatre 131, Play Analysis (3)

Theatre 242, Theatrical Make-up (1)

Theatre 253, Stagecraft (3)

Theatre 321, Directing I (3)

Theatre 335, Integrated Theatre Studies I: Pre-modern Theatre (3)

Dramatic Literature/Theory/Criticism (3 credits)

Theatre Electives (3 credits)

Theatre 100, Theatre Lab (6 semesters, 0 credit)

Theatre 101, 201, 301, Theatre Practicum (6 semesters, 0 credit)

Major In Theatre, B.F.A. Degree

A **core** of eight courses (22 credits) is required of BFA students in Acting, Design/ Technical, Stage Management, and Theatre Administration emphasizes to insure a breadth of knowledge and an awareness of the history of theatre:

Core Requirements (22 credits)

Theatre 131, Play Analysis (3)

Theatre 141, Acting I (3)

Theatre 242, Theatrical Make-up (1)

Theatre 253, Stagecraft (3)

Theatre 255, History of Style (3)

Theatre 321, Directing I (3)

Theatre 335, Integrated Theatre Studies I: Pre-modern Theatre (3)

Theatre 336, Integrated Theatre Studies II: Modern and Contemporary Theatre (3)

Acting Emphasis

The BFA in Theatre, Acting Emphasis requires 124 total credits to graduate, 79 of which are in the major. In addition to completing the University Studies and the BFA in Theatre core requirements, students pursuing this degree are required to complete the following:

Dance/Movement (8 credits)

Theatre 145, Beginning Movement I (1)
Theatre 146, Beginning Movement II (1)
Theatre 364, Advanced Movement for Actors (3)
Dance/movement electives (3 credits)

Voice Requirements (6 credits)

Theatre 240, Voice for the Stage (3)
Theatre 241, Advanced Voice (3)

Performance Requirements (19 credits)

Theatre 142, Acting II (3)
Theatre 322, Directing II (3)
Theatre 341, Acting: Styles (3)
Theatre 345, Acting: Advanced Scene Study I (3)
Theatre 346, Acting: Advanced Scene Study II (3)
Theatre 448, Performance Problems (4)

Acting Electives (select 6 credits):

Theatre 342, Acting: Ensemble: Theory and Practice (3)
Theatre 343, Acting: Mask Characterization (3)
Theatre 344, Acting: Improvisation (3)
Theatre 446, Acting: Musical Stage I (3)
Theatre 447, Acting: Musical Stage II (3)
Theatre 349, Auditions (3)
Theatre 350, Advanced Acting Styles (3)
Theatre 362, Stage Dialects (3)
Seminars or special topics classes at the 300 or 400 level

Dramatic Literature/Theory/Criticism (9 credits)

Theatre Electives (9 credits)

Theatre 100, Theatre Lab (6 semesters, 0 credit)

Theatre 101, 201, 301, Theatre Practicum (6 semesters, 0 credit)

Design/Technical Emphasis

The BFA in Theatre, Design/Technical emphasis requires 124 credits, 78 of which are in the major. In addition to completing the University Studies and the BFA in Theatre core requirements, students pursuing the BFA in Theatre, Design/Technical emphasis must complete **24 credits in Design Studio**. Design Studios will encompass all aspects of the design/technical curriculum including work in but not limited to drafting, costume construction, rendering techniques, scene design, and lighting design. The studio also will offer the opportunity for students to receive highly individualized guidance on major design projects. A complete listing and description of Design Studio classes are in the Design/Technical Theatre Handbook which is available on the Department of Theatre and Dance website.

In addition to fulfilling the University Studies, Theatre core, and design studio requirements, students must complete the following:

Design/Technical courses (20 credits)

Theatre 135, Introduction to Design Theory (3)
Theatre 491,492, Advanced Design Projects (3)
Theatre 496, Senior Design Project (3)
Theatre 115, 215, 315, 415, Theatre Laboratory: Mainstage (8)
Topics in Art History, 300 level (3)

Dramatic Literature/Theory/Criticism (9 credits)

Theatre Electives (3 credits)

Theatre 100, Theatre Lab (6 semesters, 0 credit)

All BFA in Theatre, Design/Technical Emphasis students are required to do production work every semester while at Millikin. All students shall maintain a portfolio for yearly review. Upper-class students may be asked to design one or more main stage productions.

Stage Management Emphasis

The BFA in Theatre, Stage Management Emphasis requires 124 credits to graduate, 79 of which are in the major. In addition to completing the University Studies and the BFA in Theatre core requirements, students pursuing this degree are required to complete the following:

Support Courses (19 credits)

Theatre 322, Directing II (3)
Theatre 135, Intro to Design Theory (3)

Design Studios: Drafting (3)
 Lights (3)
 Costumes OR Scenery (3)
 Sound (3)
 Dance technique/appreciation (1)

Additional Requirements (13 credits)

Music Theory111, Music Theory (2)
 Music Theory112, Music Theory (2)
 Communications 101, Intro to Communication Theory (3)
 Communications 341, Organizational Culture (3)
 Information Technology120, Intro to Computers and Info Systems (3)

Stage Management Projects/Internships (7 credits)

Theatre 493, 494, Advanced Directing Projects:
 Assistant Stage Manage two productions (2)
 Stage Manage first mainstage production (1)
 Stage Manage second mainstage production (capstone) (2)
 Theatre 470, Theatre Internship:
 2 Stage Management Internships (KFAC) (2)

Dramatic Literature/Theory/Criticism (12 credits)

Theatre Electives (6 credits)

Theatre 100, Theatre Lab (6 semesters, 0 credit)

Theatre 101, 201, 301, Theatre Practicum (2 semesters, 0 credit)

Theatre Administration Emphasis

The BFA in Theatre, Theatre Administration Emphasis requires 124 credits to graduate, 78 of which are in the major. In addition to completing the University Studies and the BFA in Theatre core requirements, students pursuing this degree are required to complete the following:

Support Courses (16 credits)

Theatre 453, Advanced Stagecraft (3)
 Theatre 135, Intro to Design Theory (3)
 Design Studios: Lights (3)
 Sound (3)
 Music History 100, 101 or 110
 -OR-
 Art 101, Intro to Visual Culture (3)
 Dance technique/appreciation (1)

Additional Requirements (22 credits)

English 301, Advanced Writing (3)
 Accounting 230, Principles of Financial Accounting (3)
 Communications 251, Intro to Public Relations (3)
 Information Technology 120, Intro to Computers and Info Systems (3)
 Management 111, Team Development (1)
 Marketing 300, Marketing Principles and Practices (3)
 Management 300, Management and Administration (3)
 Entrepreneurship 340, Foundations of Entrepreneurship (3)

Theatre Administration Projects/Internships (6 credits)

Theatre 493, 494, Advanced Directing Project:
 Assistant Stage Manage 1 production (1)
 Theatre 470, Theatre Internship:
 Box office internship, KFAC (2)
 Theatre Dept. Business Manager (1)
 Capstone Internship, KFAC (2)

Dramatic Literature/Theory/Criticism (6 credits)

Theatre Electives (6 credits)

Theatre 100, Theatre Lab (6 semesters, 0 credit)

Theatre 101, 201,301, Theatre Practicum (2 semesters, 0 credit)

The BA: Learning Goals

All five learning goals for the BA program are defined here individually, but are integrated and sequenced throughout students' experiences in the BA Theatre major. Inherent in the program is a commitment to give students a broad exposure to all aspects of theatre and drama. There really is no "typical" BA theatre student. Each student is encouraged to create an individual plan of study through choice of production experiences, electives, and/or additional course work. While the five learning goals are retained from the BFA programs, the individuality of students in the BA program requires more breadth in each goal.

1. Collaboration: emphasized in the first year and continued throughout a student's experience, collaboration refers to students' abilities to participate in the production process. Participating effectively is emphasized as opposed to having a proficiency in a single area.
2. Analysis: an element heavily focused on in Play Analysis (the introduction to the discipline course), analysis is a continued focus ultimately requiring fluency in historical, literary and theoretical traditions.
3. Technique: technique challenges students to express and explore ideas and actions in various methods of expression within their areas of interests. These methods vary with each student's individual focus.
4. Professionalism: an essential element for all majors, professional experiences for students in the BA major build work related values that define students' conduct in the classroom and within their individual areas of emphasis. Not all BA majors will be professional in the same manner. Some will be dramaturges; others will go on to graduate schools.
5. Meaning and Value: as an element, meaning and value asks students to integrate all elements of their liberal education to create lives that are both professionally satisfying and personally meaningful.

Major in Theatre, B.A. Degree

The Bachelor of Arts Degree in Theatre is designed for the student who desires broad exposure to all aspects of theatre and drama, as well as the option to pursue a second major in another program of study. In addition to the University Studies requirements, the BA in Theatre requires 45 credits in the major, including the following courses:

Theatre Courses

Theatre 131, Play Analysis (3)
Theatre 141, Acting I (3)
Theatre 142, Acting II (3)
Theatre 253, Stagecraft (3)
Theatre 321, Directing I (3)
Theatre 335, Integrated Theatre Studies I: Pre-modern Theatre (3)
Theatre 336, Integrated Theatre Studies II: Modern and Contemporary Theatre (3)
Design/Technical Theatre (6)
IN400, Fine Arts BA Capstone (3)

Dramatic Literature/Theory/Criticism (9 credits)

Theatre Electives (6 credits)

Theatre 101, 201,301, Theatre Practicum (3 semesters, 0 credit)

Students in the BA program can and are encouraged to participate in productions each semester. In addition, students must fulfill the modern language requirement listed for the BA degree in the College of Arts and Sciences section of this Bulletin.

Theatre Minor

To receive a minor in Theatre, a student must complete 21 credits in theatre courses including Theatre 131, Play Analysis; Theatre 141, Acting I; Theatre 253, Stagecraft; and Theatre 321, Directing I. Additional courses will be arranged with an advisor and approved by the Department Chair. Minors are encouraged to contribute to the production program.

Theatre Courses (Credits)

100. Theatre Lab (0)

Theatre Lab is a co-curricular course designed to instill a desire to learn about theatre and its various forms through participation as an audience member of Pipe Dreams Studio productions or other approved live performances.

101, 201, 301. Theatre Practicum (0)

Students participate in productions by working behind the scenes during their first three years in the program. These collaborative experiences help develop a sense of volunteerism and often, a second marketable professional skill in various areas of theatre production.

103. Acting: Non-Majors (3)

A practical acting course for non-theatre majors designed to introduce students to basic fundamentals of acting. May be taken for university studies fine arts credit but does not count towards theatre major.

105. Acting for Music Majors (1)

To examine and develop basic acting skills within the context of vocal performance, and to address special acting problems encountered by the singer in a theatrical situation.

107. Introduction to Theatre Arts (3)

A survey of drama and theatre arts to develop students' understanding and appreciation of contemporary theatre. Laboratory hours in related theatre activities may be required. May be taken for university studies fine arts credit, but does not count toward theatre major.

113, 213, 313, 413. Theatre Laboratory: Experimental (1)

Credit for participating in Pipe Dreams productions that help foster collaborative, professional and technical skills. Repeatable for credit. No more than 10 credits of theatre laboratory course work may be applied to graduation. Only 1 credit may be taken per semester. Consent only.

114, 214, 314, 414. Theatre Laboratory: Musical Theatre (1)

Credit for participating in musical theatre productions that help foster collaborative, professional and technical skills. Repeatable for credit. No more than 10 credits of theatre laboratory course work may be applied to graduation. Consent only.

115, 215, 315, 415. Theatre Laboratory: Main stage (1)

Credit for participating in main stage productions that help foster collaborative, professional and technical skills. Repeatable for credit. No more than 10 credits of theatre laboratory course work may be applied to graduation. Consent only.

131. Play Analysis (3)

Through the study of selected works, students learn techniques for analyzing play structure in a manner vital for performing artists, directors, and designers. Plays shall be selected from a variety of periods in theatrical history. The genres of tragedy and comedy and various stylistic approaches to interpreting theatrical works will be closely studied. Pre-requisites: Theatre majors or minors only, or consent of instructor.

135. Introduction to Design Theory (3)

This course is a pre-requisite for many Design Studio courses. The first part of the course deals with the process and art of design including an introduction to drawing and painting for theatre. It includes discussions on the nature of theatre design today as well as the elements of design and the principles of composition. The second half of the semester focuses individually on costume, set, and lighting design and the student's development of a portfolio. Lab fee.

141. Acting I (3)

A study in basic concepts of acting developing the integration of the actor's mind and body through a variety of exercises with emphasis on professional preparation, the collaborative experience, and an introduction to analysis and technique. Majors only.

142. Acting II (3)

Methods of scene analysis are explored to give the actor various tools for approaching a play. Approaches to analyzing the spine of the play, beats, major actions, intentions and characterizations will be investigated. Emphasis will be placed upon both analysis of the scene and practical realization of the work through the application of technique. Pre-requisites: Theatre 131 and 141, or consent of instructor.

145. Beginning Movement for Actors I (1)

Beginning techniques for physical awareness, and development of centered movement, alignment, flexibility and breath. Majors only. Lab fee.

146. Beginning Movement for Actors II (1)

Beginning techniques for physical awareness, and development of centered movement, alignment, flexibility and breath. TH145 pre-requisite. Majors only.

151, 152, 251, 252, 351, 352, 451, 452, 453,454. Design Studio I and II (3 each)

A series of topics will be taught on a rotating basis including work in drafting, rendering, scene design, costume construction, lighting design and other disciplines. Practical design or technical projects may be assigned. Majors only. Variable lab fees.

202. Children's Theatre (3)

An introductory course in performance and theory of Children's Theatre. A practical study of production methods for children's plays.

219, 319. Summer Theatre I and II (1-6)

A season of summer-stock theatre. Students will assume responsible positions in the production company as performers and/or technicians. Plays will be selected from popular theatre. Pre-requisite: consent of instructor.

240. Voice for the Stage (3)

The fundamentals of vocal technique for the actor. Special emphasis is given to the anatomy and physiology of the vocal mechanism, including breathing, phonation, resonance and articulation. Students learn portions of the International Phonetic Alphabet as a tool for phonetic analysis, the practice of Standard North American speech, and subsequent dialect analysis and practice.

241. Advanced Voice (3)

Further development of the fundamentals of vocal technique. Special emphasis is given to enhancement of vocal power, range, clarity, flexibility, and responsiveness to text. Technique issues are addressed through warm-up approaches and work on heightened text, including Shakespeare. Work with text also includes methods of verse scansion and rhetorical analysis. Pre-requisite: TH240.

242. Theatrical Make-up (1)

A practical course in makeup techniques for the stage. Areas covered include the study of facial structure, modeling 2-dimensionally with highlight and shadow, and examination of color theory. Projects emphasize corrective, old age, and specialty applications.

Majors only. Lab fee.

253. Stagecraft (3)

An introduction to shop technology designed to give the student a detailed overview of the theories, practices and techniques involved in technical theatre. Through class lectures and hands-on participation, students establish a basic proficiency with the standard tools, materials, methods, and procedures used to prepare a show technically. Topics include, but are not limited to scenery and costume construction, painting, properties, stage lighting, and drafting. Shop work (through co-enrollment in a 0-credit lab) on university productions is required to reinforce skills and to promote collaborative effort. Majors only. Lab fee.

255. History of Style: Antiquity Through Modern (3)

An exploration of periodicity through the examination of stylistic elements from Egyptian through the present. Styles of art, architecture, dance, theatre, music, etc. will be examined in an effort to give students a strong sense of the commonalities as well as the differences in the various art of the periods. Trends in philosophy, religion, commerce, etc. will be studied for their effect upon artistic form.

300. Sounds of Broadway (1)

A musical theatre ensemble dedicated to the performance of Broadway material.

302. Advanced Make-up (3)

A continuation of Theatre 242, Theatrical Make-up, in which the student concentrates on the design and application of make-up for various characters in realistic and stylized plays. This course exposes students to 3 dimensional technology used in the field of make-up including alginate casting and the creation and application of prosthetic make-up pieces. Pre-requisite: Theatre 242. Lab fee.

321. Directing I (3)

An introduction to the theory and techniques of stage directing, this course emphasizes script analysis, collaboration, executing blocking and staging techniques, understanding aesthetics and clarity. Prerequisite: TH 131 or consent of instructor.

322. Directing II (3)

A continuation of Directing I, this course also includes analysis of contemporary directorial theories. Professional techniques are thoroughly examined. Plays' meanings and values from contemporary perspectives are evaluated as students analyze theories to help them develop their own personal style and technique. Prerequisite: TH 131 and 321, or consent of instructor.

324. Theatre and Stage Management (3)

An introduction to economic and administrative aspects of American theatre. The course will cover basic functions and practices of various managerial positions in the theatre (i.e., business management, box office management and stage management).

325. Playwriting (3)

The writing of plays. Emphasis placed on plot, theme, dialogue, technical problems and characterization. Pre-requisite: Theatre 131 or consent of instructor.

331, 332, 333, 334. Seminar in Dramatic Literature/Theory/Criticism (3)

An investigation into the work of a major playwrights, practitioners or theorists, or into dramatic literature, theory and/or criticism of a given style or period. Repeatable for credits each time topic changes. Pre-requisite: Theatre 131 or consent of instructor.

335. Integrated Theatre Studies I: Pre-Modern Theatre (3)

An integrated study of theatre history, theory, and dramatic literature from the beginnings of theatre to the 19th Century. Readings will include theatre history texts, plays from important periods in theatre history, and primary documents of theatre theory such as Aristotle's "Poetics." A central assignment will be a dramaturgical project on a pre-modern dramatic text. Pre-requisite: TH 131 or consent of instructor.

336. Integrated Theatre Studies II: Modern and Contemporary Theatre (3)

An integrated study of significant theatre practices focused on the emergence of modern theatre in the 19th Century, the development of "modernist" theatre aesthetics in the early 20th Century, and the conditions that have shaped contemporary theatre. Readings will include theatre history texts, influential plays from the modern and contemporary repertoire, and significant primary texts in theatre theory. Particular emphasis will be placed on understanding modern theatre history as it influences current theatre practice. Pre-requisite: TH 131 or consent of instructor.

337. Musical Theatre History and Literature, I (3)

The study of the American musical from European influences until 1940 with emphasis on analysis of formative elements in preparation for work in the professional environment. Majors only. A linked course requiring concurrent enrollment in Theatre 339.

338. Musical Theatre History and Literature, II (3)

A collaborative exploration of the development and trends of the American musical from 1940 to the present with emphasis on analysis of different decades and styles. Majors only. A linked course requiring concurrent enrollment in TH340.

339. Musical Theatre Repertoire I (1)

An advanced course which explores the songwriting tradition on Broadway and in Hollywood during the first half of the 20th century with emphasis on professional preparation, analysis and technique in a collaborative environment. Performance of material will include songs appropriate for each student's vocal range. A linked course requiring concurrent enrollment in Theatre 337. Majors only. Pre-requisites: Music Theory 112 and Ear Training 114 or consent of instructor.

340. Musical Theatre Repertoire II (1)

An advanced course designed to explore leading vocal roles written for the musical stage during the second half of the 20th century with emphasis on professional preparation, analysis and technique in a collaborative environment. Performance of material will

include songs appropriate each student's physical range. A linked course requiring concurrent enrollment in Theatre 338. Majors only. Pre-requisites: Music Theory 112 and Ear Training 114 or consent of instructor.

341. Acting: Styles (3)

An advanced studio course, this class investigates the origins of style that influence analysis and the technical work of actors in uniting form and content. An in-depth treatment of characterization and interpretation with special emphasis on language will be the focus using Shakespeare's plays. This course works on the actor's technique and analysis. Pre-requisites: Theatre 141 and 142, or consent of instructor.

342. Ensemble: Theory and Practice (3)

The examination and exploration of techniques for achieving an ensemble approach to acting. Students will work in a variety of situations that involve the individual in the ensemble creative process. Pre-requisites: Theatre 141 and 142, or consent of instructor.

343. Acting: Mask Characterization (3)

Advanced acting course in study of mask characterization, providing theory behind process and step-by-step procedure in development of character from the mask. Pre-requisites: Theatre 141 and 142, or consent of instructor. Majors only.

344. Acting: Improvisation (3)

Focuses on improvisation as a creative technique and performance style. Trains the actor to work in an extemporaneous manner. Students work in a variety of situations that apply improvisational techniques to theatre pieces. Pre-requisites: Theatre 142 or consent of instructor. Majors only.

345. Acting: Advanced Scene Study I (3)

A continuation of the work started in Acting I and II, this course is designed to further the understanding of the actor's craft and to apply analysis and technique to scene performances with emphasis on works of contemporary realism. Concentration on techniques of character development; discovering and communicating given circumstances; identifying and communicating subtext; and creating and sustaining internal/emotional involvement. Pre-requisite: Theatre 142 and approval of departmental performance committee.

346. Acting: Advanced Scene Study II (3)

Students will build upon their technical foundation while focusing on works of classic psychological Realism. Particular attention will be paid to the actor's ability to connect technique with instinct, and to transform vocal and physical work into specific, character-driven action. Pre-requisite: Theatre 345, or consent of instructor.

349. Auditions (3)

A study of a variety of audition techniques including cold readings, memorized monologues, improvisation and interviews. Pre-requisites: Theatre 131, 141, 142.

350. Advanced Acting Styles (3)

Study of different acting styles for significant plays of the modern and classical theatre. Pre-requisites: Theatre 341 and 345, or consent of instructor.

362. Stage Dialects (3)

Application of techniques developed in the Voice sequence which enable the actor to speak in various regional dialects in performance contexts. Special emphasis is given to the use of IPA as a tool in phonetic analysis. Pre-requisite: TH241.

364. Advanced Movement for Actors (3)

Course will explore advanced movement techniques that continue to emphasize the full integration of the body, mind, and emotions while expanding the range of movement choices, from active stillness through realistic characters to broad physical comedy. Masks (neutral, character, and red nose) are used as the means of exploration. Pre-requisites: Theatre 146, 345 or consent of instructor.

381, 382, 383, 384. Seminar in Theatre Arts (1-3)

Topic to be announced each year. Pre-requisite: must be a major or consent of instructor.

391, 392, 393, 394. Independent Study

Independent study in a topic chosen jointly by student and instructor with approval of Department Chair.

446. Acting: Musical Stage I (3)

This senior capstone course for B.F.A. musical theater majors is a performance practice class for education and improvement of skills for the musical theatre. Practical analysis and technique in combining the disciplines of acting, singing, and movement for the musical theatre is the central focus with in-depth exploration of how these elements define and effect character and dramatic choices. Professionalism in manner and preparation are also important foci of the class. Pre-requisites: junior or senior musical theatre major and completion of Theatre 345, or consent of instructor.

447. Acting: Musical Stage II (3)

This senior capstone course works on the development of audition technique for the actor entering the professional market of musical theatre. Students learn methods for analyzing music and lyrics of audition material, staging an effective audition, and applying fundamental acting techniques that bring immediacy and power to the audition. Students also develop and practice the professional etiquette of the business and deepen their understanding of how they fit into the professional market they enter. Pre-requisites: junior or senior musical theatre major and completion of Theatre 345, or consent of instructor.

448. Performance Problems (4)

This capstone course is required for all acting majors in their senior year. It requires intensive, in-depth work for the entire semester to integrate voice, mind, and body into an individualized acting approach. Integration of all aspects of the actor's craft and artistry are

emphasized. Students will develop an audition portfolio, practice the professional etiquette of the business, and deepen their understanding of how they fit into the professional market they enter. Pre-requisite: TH346, senior standing.

470. Theatre Internship (1-3)

A cooperative course between the department of theatre and dance and selected theatres, organizations or individuals which will provide on-the-job training coupled with an academic analysis of the experience. Pre-requisite: advanced standing, or consent of instructor.

491, 492. Advanced Design Projects (1-3, repeatable to 6)

Designing, assistant designing, functioning as technical director or costumer for a production in either the main stage or Pipe Dreams seasons. Pre-requisite: advanced standing, necessary courses applicable to the discipline, consent of instructor.

493, 494. Advanced Directing Projects (1-3, repeatable to 6)

The direction of one-act plays for performance, or assistant direction, stage management, or dramaturgy of mainstage productions. Theatre 321 and 322, or consent of instructor.

495. Senior Musical Theatre Project (1)

An optional capstone project for senior BFA musical theatre majors. Pre-requisites: senior status and consent of instructor.

496. Senior Design/Technical Project (3)

Designing or completing an equivalent technical project for a main stage production. A culminating senior experience in which the student is responsible for all designs, renderings, technical drawings and realization of the design. Pre-requisites: senior status and consent of instructor.

497. Senior Directing Project (3)

A capstone directing project. Pre-requisites: Theatre or musical theatre major and consent of instructor.

498. Senior Acting Project (1)

An optional capstone project for senior BFA acting majors. Pre-requisites: senior status and consent of instructor.

***Interdepartmental (IN) 400: BA Capstone (3)**

This course is the capstone course for all BA students in the College of Fine Arts, and explores the roles that art plays in a democratic society. Pre-requisite: senior standing, major in Theatre, Music or Art.

Dance

Dance classes are held in three well-equipped dance studios. A dance concert is performed yearly. Master classes often are taught by members of dance companies performing at Kirkland Fine Arts Center or by invited guests.

Minor In Dance

A dance minor consists of a minimum of 21 credits. Those wishing to declare a minor in dance must wait until their 4th semester to register. However, students are eligible to begin taking dance classes from their first semester on campus. All credits earned in dance prior to declaring a minor will be applied to the 21-credit requirement.

Dance Core (10 credits)

Dance 101, Jazz Dance I (1)

Dance 102, Tap I (1)

Dance 105, Modern Dance I (1)

Dance 107, Ballet Technique I (1)

Dance 430, Dance Concert (1)

Dance 446, Theatre Dance I (2)

Dance 420 Musical Theatre Choreography or 490, Workshop in Choreography (3)

(Note: Students may be placed in a higher level course at the discretion of dance faculty.)

Elective (choose one course: 2-3 credits)

Theatre 141, Acting I (3)

Music Theory 111, Theory (2)

Specialization (9 credits)

Each student will select two areas of specialization and complete a total of nine credits combined in both areas, in addition to the core requirements. At least five of these nine credits must be taken at the 300 level or above.

Dance Courses (Credits)

101. Jazz Dance I (1)

The study of jazz dance techniques at the beginning level. This course focuses on basic jazz dance components including placement, floor exercises, isolations, walks, syncopated rhythms, etc.

102. Tap (1)

The study of beginning tap technique. This course focuses on the fundamental tap vocabulary, simple combination steps and the introduction to time steps.

105. Modern I (1)

The study of modern dance technique at the beginning level. This course focuses on body awareness and centering, understanding changes of direction, and finding ways of moving using natural momentum.

106. Ballroom (1)

The study of ballroom styles and techniques. This course is an introduction to the basic techniques, patterns, and positions found in a variety of ballroom styles. Possible styles include waltz, foxtrot, various Latin styles, and swing.

107. Ballet I-a (1)

The study of ballet technique at the beginning level. This course focuses on learning fundamental vocabulary and technical skills.

108. Ballet I-b (1)

The continuing study of ballet technique at the beginning level. This course focuses on developing barre exercises and centre floor work. Pre-requisite: DA107 or instructor consent.

201. Jazz II (1)

The continuing study of jazz dance technique. In addition to the continued development of the basic techniques of jazz I, this course focuses on across the floor combinations, center combinations and the introduction of jumps and turns. Pre-requisite: DA101, DA108 or consent of instructor.

202. Tap II (1)

The continuing study of basic tap technique. In addition to the continued development of the basic techniques of tap I, this course focuses on broadening the tap vocabulary and introduces velocity building exercises, across the floor combinations and more in-depth center combinations. Pre-requisite: DA102 or consent of instructor.

205. Modern II (1)

The study of modern dance technique at the beginning/intermediate level. This course focuses on learning dance phrases that are built on the techniques learned in modern I. Pre-requisite: DA105 or consent of instructor.

207. Ballet II-a (2)

The study of ballet technique at the intermediate level. In addition to barre and center floor work, this course focuses on developing consistency in pirouettes and petite allegro work. Pre-requisite: DA108 or consent of instructor.

208. Ballet II-b (2)

The continuing study of ballet technique at the intermediate level. In addition to barre, center floor and petite allegro work, this course focuses on developing grand allegro work. Pre-requisite: DA207 or consent of instructor.

302. Tap III (1)

The continuing study of tap technique at the intermediate level. This course focuses on increasing velocity, pick-up skills, sound quality, and articulation. Combinations will include more emphasis on style and complex rhythms. Pre-requisite: DA202 or instructor consent. Repeatable for credit.

303. Tap IV (1)

The continuing study of tap technique at the advanced level. This course will focus on complex steps and styles including rhythm tap, improvisation and a cappella tap. Pre-requisite: DA302 or instructor consent. Repeatable for credit.

305. Modern III (1)

The continuing study of modern dance technique at the intermediate level. This course focuses on developing floor work, and technical strength along with further exploration of movement through center floor combinations. Pre-requisite: DA205 or instructor consent. Repeatable for credit.

306. Modern IV (1)

The continuing study of modern dance technique at the advanced level. This course focuses on the student listening to his/her body's natural rhythms while incorporating improvisation and artistic creativity in center floor combinations. Pre-requisite: DA305 or instructor consent. Repeatable for credit.

311. Ballet III (2)

The continuing study of ballet technique at the intermediate/advanced level. This course focuses on building stronger technique while introducing concepts of musicality and artistry. Pre-requisite: DA208 or consent of instructor. Repeatable for credit.

312. Ballet III (2)

The continuing study of ballet technique at the intermediate/advanced level. This course focuses on building stronger technique while introducing concepts of musicality and artistry. Pre-requisite: DA208 or consent of instructor. Repeatable for credit.

351. Jazz III (1)

The continuing study of jazz dance technique at the intermediate level. This course focuses on the development of multiple turns, turning jumps and leaps. Pick-up skills will also be developed through more complex center-floor combinations. Pre-requisite: DA201 or instructor consent. Repeatable for credit.

352. Jazz IV (1)

The continuing study of jazz dance technique at the advanced level. This course focuses on the development of multiple turns, turning jumps and leaps. Pick-up skills, performance skills, and styles will also be developed through more complex center-floor combinations. Pre-requisite: DA201 or instructor consent. Repeatable for credit.

360. Performing Dance Ensemble (1)

Student dance company. This course focuses on the development of choreographic elements and/or fully produced concert works by both faculty and student choreographers. An audition is required for registration in this course. In addition to all class meetings, attendance at all rehearsals, showings, performances, and other required meetings is mandatory. Repeatable for credit.

381,382. Topics in Dance (1-3)

Topics announced per semester or term. Consent of instructor required.

412. Ballet IV (2)

The continuing study of ballet technique at the advanced level. This course focuses on building more sophisticated barre and centre floor work including further developments of adagio, pirouettes, petite allegro, and grand allegro. DA312 or instructor consent. Repeatable for credit

420. Musical Theatre Choreography (3)

The exploration and development of choreography for the Broadway musical. In a workshop format, students will study the techniques used to further the plot, develop character relationships and enhance the framework of a musical through the use of choreography. The development of the director/choreographer/musical director relationships will also be discussed. Pre-requisite: DA201 or DA208 or consent.

430. Dance Concert (1)

Development of individual choreography resulting in the public performance of a completed work. Pre-requisite: senior dance minor.

446. Theatre Dance I (2)

Senior Musical Theatre B.F.A. Capstone. This yearlong sequence is an exploration of the styles of musical theatre dance. This course will focus on audition techniques, pick-up skills, professionalism as it pertains to the musical theatre industry, and the identification of the major contributors to the theatre dance repertoire. Pre-requisites: DA201, DA208, senior Musical Theatre major, or consent of instructor.

447. Theatre Dance II (2)

Senior Musical Theatre B.F.A. Capstone. This yearlong sequence is an exploration of the styles of musical theatre dance. This course focuses on the many styles of theatre dance incorporating combinations from the original Broadway choreography repertoire. Periodic discussions about the theatre industry including pictures and resumes, agents, casting directors, common business practices, contracts and other information pertaining to the theatre industry will also be an important part of this course. Pre-requisites: DA446, senior musical theatre major or consent of instructor.

490. Workshop in Choreography (3)

The study of the elements and techniques of choreography. In a workshop environment, students will focus on the basics techniques used to craft works of choreography resulting in a completed, full-length piece. Final compositions are performed in a studio recital. Pre-requisite: DA201 or DA208 or consent.

491, 492, 493, 494. Independent Study (1-4) Per Semester

Study in-depth, individual research and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: Consent of instructor.

College of Professional Studies

Dean Kathy Booker • (217) 420-6774

The College of Professional Studies is committed to the education and advancement of professionals within the School of Education, the School of Nursing, the Professional Adult Comprehensive Education (PACE) program, and the Department of Exercise Science and Sport.

Launched in 2006, the CPS is the University's newest academic college. Dedicated to high personal achievement in professional fields, life-long learning and the promotion of excellence in higher education, CPS students enjoy the combination of a dynamic liberal arts curriculum and professional educational core courses designed to provide excellence in education while preparing them for professional fields in leadership, education, nursing, and exercise science fields.

Mission of the College of Professional Studies

The mission of the CPS is to deliver on the promise of professional education, derived from intensive study in professional disciplines, underscored by high ethical integrity, and driven by the power to make a difference in the world. The College strongly embraces the integration of liberal arts education and the development of professionals in individual schools embracing the mission of Millikin University. As a College within the University, faculty are committed to providing coherent, focused educational programs dedicated to preparing graduates for professional success, democratic citizenship in globally diverse communities, and educational and experiential tools to enhance a personal life of meaning and value.

Exercise Science and Sport

www.millikin.edu/exercisescience

Don Luy, Chair 217-420-6625

Exercise Science and Sport Faculty

Full-Time: Tisha Hess, Chris Krich, Tim Littrell, Don Luy, Josh Manning, Douglas Neibuhr, Peter Seal, Eric Streeter, Sammy Trusner, and Thad Walker

Adjunct Faculty: are listed at www.millikin.edu/exercisescience/faculty.asp

Developing skills, habits, and attitudes that promote health and wellness is strongly recommended for all students. The Department of Exercise Science and Sport prepares professionals to provide care for athletes, direct physical education in a school setting, and leadership for fitness and sport activities.

Students may elect a program leading to either the Bachelor of Arts or Bachelor of Science Degree. The department offers three majors: Physical Education/Teacher Certification, Athletic Training, and Fitness and Sport. Majors require 33 to 47 credits within the department. All majors must complete required activity course work and Biology 206 (for Athletic Training majors) or Biology 204 (Fitness and Sport majors and Physical Education majors). Exercise Science 310 (Kinesiology) may count as 3 credits in biology toward the Bachelor of Science degree.

In collaboration with the School of Education, the Exercise Science Department offers State of Illinois teaching certification in K-12 Physical Education and endorsements in Health and Driver Education. Additionally, an emphasis in Sport Management may be earned in conjunction with the Fitness and Sport major.

Majors in Exercise Science and Sport prepare students for certifications sponsored by the following organizations: Commission on Accreditation of Athletic Training Education Programs (Athletic Training major only), Illinois State Board of Education (Physical Education major only), National Strength and Conditioning Association, American College of Sport Medicine, and National Council on Strength and Fitness.

Physical Education Major/Teacher Specialist Certification

Required Courses:

- Exercise Science 011, Dance and Creative Movement (1)
- Exercise Science 012, Court Games (1)
- Exercise Science 013, Field Games (1)
- Exercise Science 014, Individual Activities (1)
- Exercise Science 015, Aquatic Fitness or Exercise Science 017, Fitness Development (1)
- Exercise Science 016, Fitness and Strength Training (1)
- Exercise Science 130, Prevention and Treatment of Athletic Injuries (3)
- Exercise Science 140, Standard Red Cross First Aid (2)
- Exercise Science 160, Personal and Community Health (3)
- Exercise Science 202, Introduction to Safety Education (3)
- Exercise Science 204, Foundations of Physical Education (3)
- Exercise Science 310, Kinesiology (3)
- Exercise Science 401, Methods in Elementary Physical Education (3)
- Exercise Science 425, Secondary Curriculum Development of Physical Education (3)
- Exercise Science 431, Adaptive Physical Education (2)
- Exercise Science 436, Evaluation of Physical Education (2)
- Exercise Science 490, Majors Senior Capstone (1)

Teacher Certification

In addition to the required departmental course work, students seeking teacher certification must complete the University requirements for graduation, the professional education core of courses required by the School of Education and pass required Illinois State Board of Education examinations. Academic standards are required for admission into the School of Education, including a minimum GPA of 2.7. Specific requirements are outlined in the School of Education section of this Bulletin.

Students who complete this program will be eligible for teacher certification in Physical Education and will receive an Illinois Type 10 Specialist certificate (grades K-12). Students are encouraged to also complete required coursework for both the Health endorsement and Driver Education endorsement.

Health Endorsement

School of Education students may add the Health Endorsement to either a secondary teaching certificate or a specialist-teaching certificate. A minimum of twenty-four credit hours of health specific course work and passing of the Health Content examination is required by the State of Illinois. Specific course work for the endorsement follows:

Required courses: (11 credit hours)

ES 140, Standard Red Cross First Aid (2)
ES 160, Personal and Community Health (3)
ES 402, Curriculum Development and Evaluation in Health Education (3)
ES 460, Topics: Community Health Problems and Practices (3)

Select ten to thirteen credit hours from the courses listed below:

ES 200, Drugs in our Society (1)
ES 202, Introduction to Safety Education (3)
ES 321, Health and Pollution (2)
ES 324, Human Sexuality and Family Life (2)
ES 325, Motor Development and Learning (2)
ES 328, Health-Related Nutrition (2)
ES 433, Programs in School Health (2)
ES 460, Topics in Health (3)
BI 108, Attributes of Life (3)
BI 102, Human Biology (3)
BI 102, Biochemistry of Food (3)
BI 130, Environmental Biology (4)
BI 204, Essentials of Anatomy and Physiology (4)
BI 320, Field Ecology for Teachers (4)
ED 237, Health, Nutrition, and Welfare of Young Children (3)
NU 102, Medical Terminology (3)
NU 160, Holistic Wellness (3)

Select zero to three credit hours from the courses listed below:

PS 340, Lifespan Development (3)
PS 130, Introductory Psychology (3)
PS 310, Principles of Psychopathology (3)
CO 100, Interpersonal Communication (3)
CO 331, Relational Communication (3)
SO 232, Deviant Behavior (3)
SO 310, Racial and Ethnic Group Relations (3)
SO 315, Human Behavior and Social Environment (3)
SO 321, Community Mental Health (3)
SO 351, The Family (3)

Any additional health and environment course approved by the Chair of the Exercise Science and Sport department.

Driver Education

To add the Driver Education Endorsement to either a secondary or specialist teaching certificate, specific course work is required by the State of Illinois. Specific course work includes a minimum of 16 hours of course work as follows:

Required Courses:

Exercise Science 202, Introduction to Safety Education (3)
Exercise Science 301, Driver Education (3)
Exercise Science 422, Advanced Driver Education (2)

Select any combination of courses to total eight credits:

Exercise Science 140, Standard Red Cross First Aid (2)
Exercise Science 160, Personal and Community Health (3)
Exercise Science 424, Instructional Materials (2)
Education 310, Creating Communities of Learners or a 300 level course (or above) in Sociology or Psychology (3)

Physical Education as a Second Teaching Field:

School of Education students completing a teacher education program can earn an additional endorsement to teach physical education by completing the following suggested requirements to total a minimum of 24 semester hours. In addition, the student must pass the Physical Education Content Test to be endorsed to teach physical education.

Required Courses:

BI 204, Essentials of Anatomy and Physiology (4)
 ES 204, Foundations of Physical Education (3)
 ES 425, Secondary Curriculum Development of Physical Education (3)
 ES 436, Evaluation of Physical Education (2)
 ES 325, Motor Development and Learning (2)

Select one of these courses:

ES 140, First Aid (2)
 ES 130, Prevention/Treatment of Injuries (3)

Select one of these courses:

ES310, Kinesiology (3)
 ES410, Physiology of Exercise (3)
 ES418, Principles of Strength and Conditioning (3)

Select 4 to 5 credits to make 24 total:

ES011, Dance/Creative Movement (1)
 ES012, Court Games (1)
 ES013, Field Games (1)
 ES014, Individual Activities (1)
 ES017, Fitness Development (1)
 ES328, Health-Related Fitness/Nutrition (2)
 ES431, Adaptive Physical Environment (2)

Admission into the Athletic Training Program

The Department of Exercise Science and Sport has established standards for admission to and retention in the Athletic Training Education Program. Admission into the program is selective and the number of students selected is dependent on the number of spots opened by graduation or attrition the previous year. Students are encouraged to begin the application process early in their freshman year for admission beginning Fall semester of their sophomore year. Students are notified in early Summer of their admission status. Top students are admitted into the program based on the following criteria:

1. Hold sophomore or equivalent standing.
2. Submit a written application to the Athletic Training office.
3. Earn a letter grade of B or higher in ES 130 (Prevention and Treatment of Athletic Injuries) and ES 140 (Standard First Aid).
4. Earn a cumulative grade point average of 2.5 or higher at the completion of two semesters of college.
5. Complete 100 hours of satisfactory clinical observation under the supervision of the university's athletic training staff.
6. Complete an admission interview with a panel made up of the athletic training staff and current athletic training students.

Transfer Students

Students transferring to Millikin may be admitted to the program provided that they fulfill all the program admission requirements. Course work completed at another institution will be evaluated by the registrar and athletic training program director to determine whether the course objectives coincide closely with the course objective of any course required in the athletic training education program.

Athletic Trainer Certification

To become a certified athletic trainer (ATC), a student must satisfy all requirements set by the Board of Certification (BOC), and pass a national certification exam. Beginning January 2004, only students graduating from a program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) will be eligible to sit for the national certification exam. The Athletic Training Education Program at Millikin University is a fully accredited CAATE program.

Athletic Training Major**Required Courses:**

Exercise Science 130, Prevention/Treatment of Athletic Injuries (3)
 Exercise Science 140, Standard Red Cross First Aid (2)
 Exercise Science 141, Practicum in Athletic Training I (2)
 Exercise Science 160, Personal and Community Health (3)
 Exercise Science 202, Introduction to Safety Education (3)
 Exercise Science 203/ 205, Essentials of Organic Chemistry (4)
 Exercise Science 234, Recognition and Evaluation of Athletic Injuries I (3)
 Exercise Science 235, Recognition and Evaluation of Athletic Injuries II (3)
 Exercise Science 241, Practicum in Athletic Training II (2)
 Exercise Science 310, Kinesiology (3)
 Exercise Science 311, Therapeutic Modalities (3)
 Exercise Science 328, Health-Related Nutrition (2)
 Exercise Science 332, Therapeutic Exercise (3)
 Exercise Science 341, Practicum in Athletic Training III (2)
 Exercise Science 342, Practicum in Athletic Training IV (2)
 Exercise Science 410, Physiology of Exercise (3)
 Exercise Science 418, Principles of Strength and Conditioning (3)
 Exercise Science 441, Practicum in Athletic Training V (2)
 Exercise Science 450, Athletic Training Administration (2)
 Exercise Science 472, Internship in Sport Medicine (3)

Chemistry 121, General Chemistry (3)
Biology 206, Anatomy and Physiology I (5)
Biology 207, Anatomy and Physiology II (4)
Psychology 130, Introduction to Psychology (3)
Psychology Elective (3)
Nursing 102, Medical Terminology (3)
Nursing 311, Health Assessment (3)
Chemistry 314, Pharmacology (3)
And activity courses to total 3 credits.

Fitness and Sport Major

Required Courses:

Exercise Science 130, Prevention and Treatment of Athletic Injuries (3)
Exercise Science 160, Personal and Community Health (3)
Exercise Science 202, Introduction to Safety Education (3)
Exercise Science 204, Foundations of Physical Education (3)
Exercise Science 310, Kinesiology (3)
Exercise Science 325, Motor Development and Learning (2)
Exercise Science 328, Health-Related Nutrition (2)
Exercise Science 410, Physiology of Exercise (3)
Exercise Science 418, Principles of Strength and Conditioning (3)
Exercise Science 436, Evaluation of Physical Education (2)
Exercise Science 490, Senior Capstone (1)
And activity courses to total six credits from five distinct categories.

Sport Management Emphasis

The Department of Exercise Science and Sport offers an emphasis in sport management for majors in Fitness and Sport and Athletic Training. The emphasis combines additional course work from the department as well as core courses from the Tabor School of Business.

Requirements in addition to completion of the Fitness and Sport major include:

1. Required Exercise Science courses (4 credits):

Exercise Science 481, Seminar in Sport Management (2)
Exercise Science 482, Seminar in Sport Management (2)

2. Choose 2-4 credits from the following:

Exercise Science 475, Internship in Sport Management (1-4)
Exercise Science 476, Internship in Sport Management (1-4)

3. Required Business core (24 credits):

Economics 100, Principles of Macroeconomics (3)
Information Technology 120, Introduction to Computers (3)
Management 100, Introduction to Business (3)
Accounting 230, Principles of Financial Accounting (3)
Marketing 300, Marketing Principles and Practices (3)
Management 300, Principles of Management (3)
Entrepreneurship 340, Foundations of Entrepreneurship (3)

4. Choose an additional 3 credits from the following:

Management 301, Acquiring and Developing Employees (3)
Marketing 307, Advertising and Promotional Strategies (3)
Marketing 310, Personal Selling (3)
Finance 340, Introduction to Financial Management (3)
Accounting 240, Principles of Managerial Accounting (3)
Communication 242, Business and Professional Communication (3)
Accounting 240, Introduction to Accounting (3)

Exercise Science Courses (ES) (Credits)

Students participating in intercollegiate athletics are eligible to receive general activity credit for their participation. This credit is optional. See online course schedule for specific course credit options.

011. Dance and Creative Movement (1)

This course is designed to introduce students to techniques, steps, and activities in dance and rhythmic activities. Students are taught numerous dance styles (social, recreational, individual, partner) and group rhythmic activities.

012. Court Games (1)

In Court Games, students learn fundamental skills, strategies, rules, and progressions for teaching court games for a lifetime of physical activity. Games include volleyball, team handball, basketball, badminton, and tennis.

013. Field Games (1)

In Field Games, students learn fundamental skills, strategies, rules, and progressions for teaching field games for a lifetime of physical activity and disease prevention. Games include soccer, softball, flag football, and ultimate frisbee.

014. Individual Activities (1)

Students learn a variety of indoor and outdoor activities that encourages an appreciation of non-competitive and cooperative activities for a lifetime of physical activity and disease prevention. Bowling, rock climbing, golf, hiking, biking, jogging, walking, archery, gymnastics, and yoga are several of the individual activities offered in this course.

015. Aquatic Fitness (1)

Students learn basic swimming techniques of the freestyle and backstroke. Emphasis is placed on aquatic conditioning and its relationship to lifelong physical activity and disease prevention.

016. Fitness and Strength Training (1)

In Fitness and Strength Training, students participate in a progressive fitness and strength program. Emphasis is placed on lifelong physical activity through the use of resistance training. Offered Fall and Spring semesters.

017. Fitness Development (1)

Students learn the foundations of health-related fitness and conditioning. Emphasis is placed on aerobic conditioning. Students participate in a progressive fitness program and learn activities that will furnish them with knowledge, skills, and attitudes for a lifetime of physical activity and disease prevention. Offered Fall and Spring semesters.

018. Senior Life Saving (1)

Students in Senior Life Saving will become certified in the American Red Cross certification for lifeguards in pool and waterfronts settings. Students learn techniques and skills for basic safety and rescue. Prerequisite: prior certification in CPR or concurrent enrollment in a CPR training course.

130. Prevention and Treatment of Athletic Injuries (3)

This is an introductory course emphasizing prevention and treatment of injuries peculiar to athletics and recreational activities. Rehabilitation procedures are included. Offered Fall and Spring semester. Required for all majors in the Department of Exercise Science and Sport.

140. Standard Red Cross First Aid (2)

Response, care and treatment in emergency situations are the primary focuses of this course. The course is taught in compliance with standards established by the American Red Cross and American Sport Education Program. Personal and community safety and disaster response will be addressed. CPR certification for workplace and home is included. Offered Fall and Spring semester. Required for Physical Education majors and open to all students.

141. Practicum in Athletic Training I (2)

The first of five laboratory courses required of Athletic Training majors. The course is designed to include specific experiences in the field of athletic training and educational modules for formal evaluation of athletic training clinical proficiencies. Fall course offering. Required for Athletic Training majors. Prerequisite: admittance to the Athletic Training Program.

160. Personal and Community Health (3)

This is an introductory course surveying topics and issues pertaining to the health/wellness classroom. Developing the wellness concept, including physical, mental, social, emotional, and spiritual well-being is discussed. Offered Fall and Spring semesters. Prerequisite: Exercise Science and Sport majors only.

200. Drugs in Our Society (1)

This one credit course is an intensive look at drug use, misuse and abuse in our society. Cultural circumstances, motivation, treatment and strategies for control will be explored. Offered fall semester. Required for health endorsement. Exercise Science elective. Prerequisite: Exercise Science 160 or consent of instructor.

202. Introduction to Safety Education (3)

This is a foundation course designed to provide standard information on safety and accident prevention in the school environment, as well as in the workplace and home. Identifying safety hazards, and education for proactive rather than reactive responses will be a major emphasis. Offered Fall and Spring semesters. Required for all majors in the Department of Exercise Science and Sport. Required for Health and Driver Education endorsements. Prerequisite: Exercise Science and Sport majors or consent of instructor.

204. Foundations of Physical Education (3)

This course is an introduction to the discipline of exercise science. Study of the history and evolution of Physical Education, current practices in the school environment and expanded career options in the discipline of exercise science will be discussed. Assessing current practices and fundamental characteristics and expectations of physical education programs will be explored. Offered Spring semester. Prerequisite: Physical Education major.

218. Your Health, Your Style: Strategies for Wellness (2)

This is an introductory course focusing on the components of wellness and their practical application for making healthy lifestyle choices. Exploring health and wellness ideas, issues and strategies combined with personal assessment and laboratory activities will be included. Primary topics will include fitness, stress management, and nutrition. Additional topics may include healthy relationships, substance abuse, environmental impacts on health and consumer health. The course format will include physical activity and local experts in the wellness field. Offered Spring semester. Open only to non-Exercise Science majors.

234. Recognition and Evaluation of Athletic Injuries I (3)

This course is designed to provide students with an intensive, thorough study of orthopedic and neurovascular evaluation techniques used by sports medicine professionals to assess orthopedic and athletic related injuries to the spine and upper extremities sustained by physically active individuals. Lecture, demonstration, and practical experience will be the instructional methods used to help students

gain knowledge and confidence in their orthopedic and athletic injury assessment techniques. Offered Fall semester. Required for Athletic Training majors.

235. Recognition and Evaluation of Athletic Injuries II (3)

This course is designed to provide students with an intensive, thorough study of orthopedic and neurovascular evaluation techniques used by sports medicine professionals to assess general medical conditions, illnesses, and orthopedic and athletic related injuries to the spine and upper extremities sustained by physically active individuals. Lecture, demonstration, and practical experience will be the instructional methods used to help students gain knowledge and confidence in their orthopedic and athletic injury assessment techniques. Offered Spring semester. Required for Athletic Training majors.

241. Practicum in Athletic Training II (2)

The second of five laboratory courses required of Athletic Training majors. The course is designed to include specific experiences in the field of athletic training and educational modules for formal evaluation of athletic training clinical proficiencies. Spring course offering. Required for Athletic Training major. Prerequisite: ES141

260. Foundation of Sport Management Topics (2-3)

Offerings vary semester to semester and include introduction to such topics as sport management, recreation management, and exercise science, and coaching.

301. Driver Education (3)

Preparing educators for the classroom portion of driver education in secondary schools is the focus of this course. State mandates, traffic safety requirements, "Rules of the Road" information and planning for the in-the-car phase of the training will be incorporated. A survey of materials and methods proven to be effective will be included. Offered fall semester. Required for driver education endorsement. Education majors only. Prerequisite: Exercise Science 202 and admittance into Teacher Education program.

305. Physical Education and Health for Elementary Teachers (2)

This course is designed to provide a basic understanding of health and physical education in the elementary curriculum. Appropriate teaching styles and practices for content and activity specific to the discipline will be emphasized. Scope and sequence for organizing material and the development of an ongoing, balanced curriculum for the growing child will be included. Strategies and adaptations for the special needs student will be explored. Offered fall semester. Required for elementary education teacher certification. Prerequisite: Elementary Education major, junior or senior standing.

310. Kinesiology (3)

Study of the origin, insertion, action and innervation of the primary muscles used in human movement is the focus of this course. Offered Fall and Spring semester. Required for all majors in the Department of Exercise Science and Sport. Prerequisite: Biology 204 or Biology 206.

311. Therapeutic Modalities (3)

This course introduces the knowledge and skills necessary to plan, implement, and evaluate the efficacy of therapeutic modalities in the treatment of injuries and illnesses of athletes and physically active individuals. Therapeutic modalities covered in this course include but are not limited to: cryotherapy, thermotherapy, electrical stimulation, ultrasound, massage and traction. Offered Spring semester. Required for Athletic Training majors.

321. Health and Pollution (2)

Material covered in this course will include pollution and its effects on the air and surface ground water sources. Waste disposal, energy dependence, pesticides and global warming will be addressed. The relationship of pollution on the long and short-term health of the individual, ecosystems and the planet is the primary focus of the course. Elective for majors of the department. Open to all students.

324. Human Sexuality and Family Life (2)

Material covered in this course will include social and biological foundations of human sexuality, the developmental and social perspectives of gender roles, relationships and communication, sexual values, family lifestyles and parenthood, reproduction, sexual behavior in modern society, sexual coercion, rape and abuse, sexually transmitted diseases, HIV/AIDS, and sex, art, the media and the law. Offered Spring semester. Required for health endorsement, elective for majors in the department, and open to all students.

325. Motor Development and Learning (2)

Study of child, adolescent and adult motor development will be the primary focus. Reference to similarities and differences in motor development through the lifespan of the individual will be emphasized. Secondary considerations of the cognitive, social and emotional development will be included. Offered Fall semester. Required for Fitness and Sport majors and open to all students.

328. Health-Related Nutrition (2)

This course will look at the interactive nature of physical fitness components and nutrition as professionals strive to bring optimal wellness conditions to the general population. Fitness components, testing and program design will be discussed. Nutritional concepts, nutrient function and dietary considerations will be explored. Offered Spring semester. Required for Athletic Training and Fitness and Sport majors. Prerequisite: Junior or senior standing, department majors only or consent of chair.

332. Therapeutic Exercise (3)

This course introduces the knowledge and skills necessary to plan, implement, and evaluate the efficacy of therapeutic exercise in the treatment of injuries and illnesses of athletes and physically active individuals. Offered Spring semester. Required for Athletic Training majors.

341. Practicum in Athletic Training III (2)

The third of five laboratory courses required of Athletic Training majors. The course is designed to include specific experiences in the field of athletic training and educational modules for formal evaluation of athletic training clinical proficiencies. Fall course offering. Required for Athletic Training major. Prerequisite: ES241.

342. Practicum in Athletic Training IV (2)

The fourth of five laboratory courses required of Athletic Training majors. The course is designed to include specific experiences in the field of athletic training and educational modules for formal evaluation of athletic training clinical proficiencies. Spring course offering. Required for Athletic Training major. Prerequisite: ES341.

360. Topics in Sport Management (2-3)

Studies in the functional areas of sport management. Offerings vary semester to semester and include such topics as fitness club management, personal trainer certification, sport public relations, intercollegiate sport administration, event planning and professional sports.

390. Independent Study (1-3)

This course selection gives students opportunity for advanced study in a topic chosen jointly by the student and instructor. Offered Spring and Fall semester. Elective for all majors in the department. Prerequisite: Consent of Department Chair.

401. Methods in Elementary Physical Education (3)

This course is designed to provide current teaching styles and practices for the elementary student. Special emphasis on scope and sequence for learning sport skills, efficient body mechanics, creative movement and locomotion skills will be included. Development of an ongoing, balanced curriculum for the growing child will be included. Teaching strategies and adaptations for special needs students will be explored. Offered spring semester. Required for Physical Education majors. Prerequisite: Physical Education major or consent of instructor.

402. Curriculum Development and Evaluation in Health Education (3)

This course addresses curriculum theory, teaching methods and course content for health education. Sources and resources available to the health educator will be included. Specific ideas for cross-curricular integration of health topics will be explored. Current health topics will also be incorporated. Required for health endorsement. Junior standing required.

409. Mechanical Kinesiology (2)

The study of the physical principles and properties (physics) of the human body as it moves during activity is the primary focus of this course. A variety of physical activity segments will be used. Offered as needed. Prerequisite: ES310.

410. Physiology of Exercise (3)

This course is designed to facilitate understanding in how the body reacts and adapts to exercise. Attention to the methods and principles of exercise testing is covered in detail. The course includes practical application of principles through laboratory experiences. Importance and purpose, physiological rationale, methodology, analysis and discussion of exercise and the human body are all included. Required for Athletic Training and Fitness and Sport majors. Open to all students. Prerequisite: Biology 204 or Biology 206.

418. Principles of Strength and Conditioning (3)

This course will examine the basics of training design for personal fitness and athletic enhancement. Main topics are applied anatomy and physiology, testing and evaluation, exercise techniques, and program design. Students who complete this course will have sufficient knowledge to pursue a certification as a personal trainer from accredited fitness organizations. Required for Athletic Training and Fitness and Sport majors. Prerequisite: ES 310 and ES 410.

422. Advanced Driver Education (2)

The major focus of this course is to observe and teach behind-the-wheel driver education. Strategies and techniques necessary to assess driving skills and communicate reinforcement of safety and lawful application of driving will be included. Required for Driver Education endorsement, Education majors only. Offered Spring semester. Prerequisite: Exercise Science 301 and admittance into Teacher Certification Program.

424. Instructional Materials (2)

This is an independently directed course designed to develop a personal library of resources for the driver education classroom. Review of a variety of materials and resources is required. Elective for driver education endorsement, education majors only. Prerequisite: Exercise Science 301 and admittance into Teacher Education.

425. Secondary Curriculum Development of Physical Education (3)

Curriculum theory and design applicable to the physical education classroom are the major focus areas of this course. Scope and sequence within the curricular format of fitness development, individual, dual and team sports and recreational activities will be highlighted. Integrating physical education goals and philosophy will be emphasized. Required for Physical Education major. Prerequisite: Physical Education major.

428. Community Health Problems and Practices (3)

Exploring the community resources and public health policies designed to meet the health needs of individuals and families in their normal environment such as the home, the school and place of work. Understanding health-related data about social and cultural environments will be included. Prerequisite: Admission to Teacher Certification Program.

431. Adaptive Physical Education (2)

Studying the diverse and complex nature of the atypical student in the educational environment is the focus of this course. Creating an atmosphere in the gymnasium that leads to success for all students will be explored. Adapting activities, testing and skill development for the physically challenged will be included. Offered Fall semester. Required for Physical Education majors.

433. Programs in School Health (2)

Exploring the interrelationships of health instruction, services and facilities in the school environment is the major focus of this course. Study of the principles, philosophy and history of school health programs is included. Assessing current status and future needs of a school's total health needs will be examined. Required for health endorsement, open to all students.

436. Evaluation of Physical Education (2)

A general overview of testing and measurement tools available for exercise science assessment will be introduced. General statistical concepts will be taught. Testing, both standardized and instructor designed in the areas of fitness, agility, balance, psychomotor skills, specific sport skills and posture assessments will be conducted. Special population needs and assessments will be explored. Use of computerized in measurement, evaluation and assessment will be included. Prerequisite: Physical Education and Fitness and Sport major.

441. Practicum in Athletic Training V (2)

The final laboratory course required of Athletic Training majors. The course is designed to include specific experiences in the field of athletic training and educational modules for formal evaluation of athletic training clinical proficiencies. Fall course offering. Required for Athletic Training major. Prerequisite: ES342.

450. Athletic Training Administration (2)

Using a seminar format, students will be exposed to materials and techniques designed for the acquisition of higher level athletic training skills. Knowledge within the entire sport medicine field will be a focus area. Required for Athletic Training majors. Offered Spring semester. Prerequisite: admission to Athletic Training program.

460. Topics in Sport Management Leadership (2-3)

Studies in the leadership roles of sport and health managers. Offerings vary semester to semester and include such topics as sport ethics, sport marketing, coaching principles, legal issues, event management, sport communication, risk management, community health problems and sport facilities.

472. Internship in Sport Medicine (3)

This course provides hospital and clinical rotations for the student to provide opportunities for skill application and professional experiences in the clinical setting. Required for Athletic Training majors. Spring offering. Prerequisite: senior standing and approval of Athletic Training Program Director.

475, 476. Internship in Sport Management (1-4)

These courses are designed to provide opportunity outside the classroom to develop professional training and experience for students specifically in the sport management discipline. Internships are established in cooperation with agencies, businesses and institutions. Required for the Sport Management Emphasis. Prerequisite: junior or senior standing and consent of department chair. Offered Fall and Spring semester. A maximum of four credits may count toward the major.

481,482. Seminar in Sport Management (2)

Each seminar will bring unique features to the classroom in the field of sport management. Topics featured include, but are not limited to: event management, behavioral dimensions in the sport culture, ethics in sport management, interpersonal and mass communication, fund raising, sport finance, legal aspects of sport management, leadership, sport law, officiating, special population needs, facility management, and strategic planning and forecasting. Required for Sport Management emphasis. Open to all students. Prerequisite: junior standing.

485,486. Seminar in Coaching (2)

Each seminar will bring unique features to the classroom in the coaching profession. Seminars will be configured to include information constant in all coaching environments as well as sport specific coaching techniques. Sport groupings will be determined by student interest, season of participation, and general similarities in the sport. Guest speakers will be included. A syllabus will be available each semester detailing topics and sports to be covered. Open to all students. Offered Fall and Spring semester. Prerequisite: junior or senior standing.

490. Majors Senior Capstone (1)

The focus of this course is to provide a culminating experience for the fitness and sport and physical education major. The course is taught in a seminar format to allow for topical variation based on the needs of seniors enrolled. All capstones will address completion of the "expectations of the major" and the future of the discipline. Offered in the Spring semester. Prerequisite: Senior standing, Physical Education and Fitness and Sport majors.

School of Education

www.millikin.edu/education

Nancy Gaylen, Director 217-424-3790

Early Childhood, Elementary, and Professional Education Department Faculty

Full-Time: Ray Boehmer, Christie Ferguson, Nancy Gaylen, Darlene Hoffman, Ngozi Onuora, Georgette Page, Paula Stickles, David Vilmin, Felicity Williams, Marilyn Yokel

Adjunct Faculty: are listed at www.millikin.edu/education/faculty.asp

Accreditation and Approval

Millikin University is recognized as a teacher education institution by the Illinois State Board of Education and the State Teacher Certification Board. Its eleven approved programs are evaluated by the state every five years. The last onsite review was in Spring 2001. The SOE is an official candidate for national accreditation through the National Council for Accreditation of Teacher Education (NCATE). The anticipated visit is March 2009. Millikin University is a member of the American Association of Colleges for Teacher Education (AACTE) and the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), and holds charter memberships in the Illinois Association of Colleges for Teacher Education (IACTE) and the Illinois Association for Teacher Education in Private Colleges (IATEPC).

Illinois requires that all candidates for an initial teacher's certificate complete a state-approved program at a recognized teacher education institution. In addition, all candidates must pass the Illinois Certification Testing System exams in basic skills (grammar, reading, writing, mathematics), content knowledge in the major field before student teaching and the Assessment of Professional Teaching. Millikin University has the following State-of-Illinois-approved teacher certification programs:

- Art Education-(kindergarten through grade twelve)
- Early Childhood Education-(0-grade 3)
- Elementary Education-(kindergarten through grade nine)
- English Language Arts Education-(grades six through twelve)
- Mathematics Education-(grades six through twelve)
- Music Education-(kindergarten through grade twelve)
- Physical Education, Specialist-(kindergarten through grade twelve)
- Science Education: Biology-(grades six through twelve)
- Science Education: Chemistry-(grades six through twelve)
- Social Science Education: History-(grades six through twelve)
- School Nurse Certificate-School Service Personnel (kindergarten through grade twelve)

Mission of the School of Education (Conceptual Framework):

Our conceptual framework, in keeping with James Millikin's founding vision, seeks to create communities of learners and learning environments that value diversity and that are fair to and equitable for all students. It seeks to prepare teachers who live, learn and teach respect for themselves and others and establish caring, empathetic interactions that promote students' intellectual, social and personal development.

The theme of teacher education at Millikin—*Journey Toward Excellence in Teaching and Learning*—is like the MPSL in that both call for continuous reflection based on core questions and values. MPSL invites all Millikin students to continually address these questions: Who am I? How can I know? What should I do? In addition, teacher education candidates ask themselves: How have I become an active learner? How can I create communities of learners? How can I facilitate learning for others? How can I collaborate with other professionals?

Program Goals and Student Learning Outcomes

The School of Education's student learning outcomes are aligned to the Illinois State Board of Education's professional teaching standards and are grouped into the following four organizing themes:

The professional educator engages in active learning.

- The teacher-learner constructs knowledge of the central concepts, methods of inquiry, and structures of the discipline(s) by connecting professional, liberal education and life experiences and by connecting theory and practice. From a passion for the knowledge gained, s/he creates learning experiences that engage all students and make the content meaningful to them. [Millikin Teaching Standard 1]
- The teacher-learner values reflection, continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [MTS 10]

The professional educator creates communities of learning.

- The teacher-learner understands how individuals grow, develop and learn and provides learning opportunities that support – with care and empathy – the intellectual, social, emotional, and physical development of all students. [MTS 2]
- The teacher-learner understands how individuals differ in their approaches to learning and creates learning environments that value and appreciate human diversity, show respect for students' varied talents and perspectives and that are fair and equitable to all students. [MTS 3] The teacher-learner draws on an understanding of individual and group motivation to create effective learning environments that encourage self-discipline, respect for self and others, and responsible problem solving. [MTS 5]
- The teacher-learner fosters critical thinking, active inquiry, collaboration and supportive interaction in the classroom through effective written, verbal, nonverbal and visual communication techniques. [MTS 7]

The professional educator facilitates learning for others.

- The teacher-learner understands instructional planning and designs instruction, based on research, that integrates content, pedagogy, and the needs of students. [MTS 4]
- The teacher-learner understands and uses a variety of instructional strategies that result in active, relevant learning and encourage students' development as creative, effective lifelong learners. [MTS 6]
- The teacher-learner understands various formal and informal assessment strategies and uses them to encourage authentic learning and continuous development for all students. [MTS 8]

The professional educator collaborates with others.

- The teacher-learner understands the role of the community in education; develops and maintains collaborative relationships with colleagues, parents/guardians, and the community; and advocates for student learning and well-being. [MTS 9]

- The teacher-learner understands education as a profession, maintains standards of professional conduct, provides leadership to improve student learning and well-being and shape social change, and demonstrates a willingness to give and receive help. [MTS 11]

Advisors for School of Education Candidates

A student interested in one of Millikin's eleven teacher preparation programs should discuss his or her choice with the academic advisor and review the requirements for the selected program of study in the appropriate sections of this Bulletin. After discussion, the advisor may recommend a meeting with the Director of the School of Education, or the teacher education coordinator for the respective program. Members of the Early Childhood, Elementary, and Professional Education Department act as advisors for early childhood and elementary education students. Students in the secondary and specialist education programs are officially advised by faculty in their major, with the assistance of Education faculty. When adding a major track or a middle school endorsement area leading to teacher certification, students must inform the Dean's secretary of the appropriate College of the change and officially add the track or endorsement leading to education certification.

School of Education Policies

Teacher education programs at Millikin draw heavily on offerings of the colleges and schools that comprise the University. These programs are overseen by the Committee on Teacher Education Programs (CTEP) under the leadership of the Director of the School of Education, who has the responsibility and authority for their overall administration and operation. In addition, CTEP sets policy for all eleven Illinois-approved certification programs. The committee has the responsibility to plan, approve and monitor the teacher education curricula in accordance with University policies and requirements governing general education, majors, degrees and graduation. It shall develop policies which govern the admission and retention of candidates in the teacher programs. An advisory committee of area P-12 teachers and administrators assists CTEP in relating programs to the needs of the schools. CTEP works closely with faculty across the university who design, offer and evaluate the courses and field internships that comprise its programs. In order to support each prospective teacher's journey toward excellence in teaching and learning, we co-journey with each candidate during his or her years at Millikin, equipping each candidate with the knowledge, skills and dispositions needed so that he or she, in turn, may launch his or her students on similar journeys - toward lives of contribution and service. The Director of the School of Education, who also serves as Millikin's certification officer, coordinates the programs among the various colleges, departments, committees, and students, with national and state organizations, and with the Illinois State Board of Education. The Director serves as Unit Head and is responsible to the Committee on Teacher Education Programs for recommending policy, evaluating programs, carrying out CTEP decisions, and reviewing candidate eligibility for (1) admission to teacher education programs, (2) admission to student teaching, and (3) entitlement for certification.

School of Education Checkpoints

Candidates wishing to complete a certification program must apply for admission to a School of Education program and, later, for admission to student teaching. Both application processes are checkpoints designed to ensure that teacher candidates are meeting teacher education standards that assure the strongest preparation to teach. Candidates are officially admitted to a School of Education program at Millikin when they have met the following entrance requirements:

1. A passing score on the Illinois Basic Skills Test
2. A grade of C or above for Critical Reading, Writing and Research I (IN150) and a grade of C or above for CRWR II (IN151)
3. Completion of 24 credit hours at Millikin (or 12 for transfer students)
4. A cumulative grade point average of 2.7 or higher
5. Successful completion of the CAT1 Technology Modules
6. Successful completion of Candidate Assessments 1 and 2
7. Successful completion of the Universal Precautions training for bloodborne pathogens.
8. Successful engagement with students and professionals in a learning environment (Education Internship)
9. Demonstrated acceptable professional, legal, and ethical conduct, as well as a certified criminal background check
10. Positive recommendation of the Director of the School of Education, the Student Life and Academic Development Office and appropriate departmental selection committee, including the academic advisor and the CTEP. Recommendations are based on the above criteria, information in the candidate application, transcripts, advising folder, and state test results. Candidate interviews may be held.

CTEP may choose to interview selected candidates or to inform selected candidates of improvements needed for a positive recommendation by CTEP (raise grade point average, repeat courses, improve specific course grades, complete courses, seek Writing Center assistance, complete a successful internship, etc.). CTEP may recommend that the candidate be admitted, be given provisional admission, or be denied. Or, the application may be held for consideration at a later semester to give candidates an opportunity to meet criteria necessary for admission. The official School of Education admission decision is made by CTEP. Applicants are notified individually as to approval or denial for teacher education programs. Names of admitted candidates are published in minutes of the Committee on Teacher Education Programs and distributed to all faculty. Any candidate denied admission to the School of Education may file an appeal with the Director of the School of Education within 10 days of notice of denial. Candidates may reapply if criteria are later met.

A candidate who has not been admitted to the School of Education cannot enroll in upper division education courses. This includes the following junior and senior-level courses: ED305, ED306, ED307, ED310, ED320, ED321, ED332, ED335, ED336, ED337, ED339, ED406, ED424, ED425, ED427, ED428, ED430, ED435, ED439, ED440, ED450, ED470, ED471, ED472, ME450, ME451, ME453, ME460, ME461. A one-semester exemption may be approved for a candidate who is currently a Millikin student and elects to change his/her major to a teacher education program from another Millikin degree program, or for a candidate transferring to Millikin from another college or university.

Student Teaching Experience

As the culminating requirement for all teacher education programs, the candidate will be required to successfully complete a fourteen-week student teaching experience. Students must apply for admission to the student teaching semester and pay a student teaching fee of \$300 that is directly provided to their cooperating teachers as a stipend for their service as mentor teachers.

Current placement locations for student teaching include:

1. Local placements made within 25-mile radius of Decatur (both public and accredited parochial/private), Parkland Community College in Champaign or Lincoln Land Community College in Springfield
2. Chicago (through the Chicago Center or, for Music Education, through the School of Music)
3. Santiago, Dominican Republic (through the Puca Mima University, Santiago)
4. Taichung, Taiwan (through Tunghai University)
5. ChangChun City, China (through Northeast Normal University)

All other placements are considered special requests and would require the approval of the Committee on Teacher Education Programs (CTEP).

Admission to Student Teaching

During spring semester of the junior year, the candidate completes an application for student teaching. This application must be signed by the academic advisor in the teacher education certification program, indicating likelihood of successful completion of the program and continuing recommendation. Upon application to student teaching, the Director of the School of Education reviews the application form and candidate transcripts for minimum state qualifications of teachers, including absence of felony, drug, sex or other criminal convictions and signs the application. Candidates must also meet these requirements:

1. Admission/retention in the School of Education
2. A cumulative grade point average of 2.7 or higher
3. A professional education core grade point average of 2.7 or better
4. A major grade point average as set by department (see below)
5. A passing score on the Illinois Content Area Test for the related program
6. Successful completion of Candidate Assessments 3 through 9
7. Successful completion of 100 hours of pre-student teaching clinical experiences
8. Written approval of the Department or Director of the School of Education
9. Certified background check renewed

Major Grade Point Averages for Admission to Student Teaching

Art Education	2.7
Early Childhood Education	2.7
Elementary Education	2.7
English Language Arts Education	2.7
Mathematics Education	2.2
Music Education	2.7 (no grade less than C in ME251, ME341, ME450/451, ME460/461)
Physical Education	2.7
Science Education: Biology	2.7
Science Education: Chemistry	2.0 (no grade less than C in all courses in the major)
Social Science Education: History	2.7

Application Process

Application for student teaching will occur twice each academic year – once in March/April and once in October/November. Candidates will apply for student teaching during the semester that is one year prior to their expected student teaching semester (i.e. student teaching spring of senior year, apply spring of junior year). Candidates will complete ED 425 or 406, thereby completing their student teaching internship directly before their student teaching semester. In order to remain enrolled in the senior methods course, the candidate **MUST** have attempted the Content Area Test prior to the beginning of the semester in which the methods course is being taken.

A passing score on the Content Test is required before the semester of student teaching to ensure that the candidate can successfully move forward in the program. It is strongly encouraged that candidates not wait until the last test date possible. Failure to pass the test on the first attempt would leave no opportunity for another chance if one waits until the last test date possible.

Should a candidate be placed for student teaching and, as a result of his/her actions or behaviors during the student teaching internship, the school district in which he/she is placed decides to refuse the candidate for student teaching, the student teaching placement will be cancelled and no further opportunity to student teach during the original semester will be provided. The candidate will need to petition the Committee on Teacher Education Programs (CTEP) and request readmission to student teach for the semester following the original student teaching semester. Once he/she receives approval for re-admission, a new placement will be arranged and the candidate will be notified. The candidate will not have to retake the senior methods course, but he/she must complete the required minimum number of internship hours with the new cooperating teacher once a new placement can be arranged.

Incomplete Course Grades prior to Student Teaching

As stated above, an overall G.P.A. of 2.7, a professional education core G.P.A. of 2.7, and a major G.P.A. (described above) are required for admission to, and retention in, student teaching. Incompletes that go beyond the first day of the semester in which student teaching occurs adversely impact these computations. In order to ensure that candidates who begin their student teaching semester continue to meet these requirements, any incomplete that exists directly before the student teaching semester begins will be computed as an F. Candidates are encouraged to complete all coursework prior to the beginning of the student teaching semester to avoid potential penalty for computing Incompletes in this manner.

Timeline for completing the Illinois Content Area Test

Prior to the first day of student teaching, all teacher education candidates **MUST** pass the required Illinois State Content Area Test for their respective program. A passing score must be received by the Director of the School of Education at Millikin before a candidate can begin his/her student teaching experience. In order to ensure that all candidates successfully meet this requirement, the following timeline for completion of this test will be established:

Fall Student Teachers

A passing score must be received by Millikin no later than August 1 of the fall semester of student teaching. Should a candidate not have a passing score by this time, the candidate will be dis-enrolled from the student teaching placement and the placement will be deferred or cancelled, depending upon the request of the candidate.

Spring Student Teachers

A passing score must be received by Millikin no later than December 1 prior to the spring semester of student teaching. Should a candidate not have a passing score by this time, the candidate will be dis-enrolled from the student teaching placement and the placement will be deferred or cancelled, depending upon the request of the candidate.

Retention in the School of Education

Candidates admitted to the School of Education must continue to meet the above criteria for retention in their chosen teacher education programs. Checks of continuing eligibility are made for enrollment in certain junior and senior education courses. Evaluations of additional clinical experiences also are examined. Upon learning of a serious problem (academic, motivational, personality, moral or legal) that indicates the candidate has fallen below standards for admission and retention in the School of Education, the Director of the School of Education will notify the candidate (with copies to the advisor) of dis-enrollment from the School. In cases where it is unclear whether the candidate continues to meet the criteria for admission and retention, or upon appeal by the dis-enrolled candidate, CTEP will reconsider the candidate's status in the School of Education.

Program Completion/Entitlement for Certification

Candidates are approved for certification when they have met the following requirements:

1. Successful completion of student teaching experience (grade no lower than a B-)
2. Successful completion of all coursework for degree program
3. Successful completion of Candidate Assessments 10, 11
4. Passing Illinois Assessment of Professional Teaching Test
5. Satisfactory dispositions

Student Academic Grievances

School of Education candidates have the same academic rights and responsibilities as do all Millikin University students (see the Academic Regulations and Grading System section of this Bulletin). There are, however, specific situations in the School of Education when negative decisions may be cause for student grievances. These include:

1. Denial of admission to or dismissal from the School of Education, a clinical experience or student teaching;
2. Evaluation of the candidate's performance in teacher preparation courses, clinical experiences or student teaching; and
3. Lack of recommendation for state certification or for employment

Candidates may file an appeal or grievance in any of these School of Education decisions. Students should first confer with the Director of the School of Education. Appeal of decisions may be made, in writing, to the Committee on Teacher Education Programs through the Director of the School of Education. Candidates may have personal, academic or legal support in hearings concerning School of Education matters. If there is still no resolution after meeting with the Director, the candidate may appeal the decision to the Dean of the school in which the course was offered. There shall be no further appeals beyond the Dean. If a faculty member has left the University and is unavailable or unwilling to respond to requests for grade changes, the Director or Dean, if necessary, shall have the power to change a grade.

Clinical Experiences Requirement

All Millikin School of Education programs require the successful completion of a minimum of 100 clock hours of pre-student teaching experiences in school classrooms for admission to student teaching. Candidates must complete at least three quarters of these hours with P-12 teachers from the appropriate teacher education programs and certificate level. In addition, they must complete an internship in a multicultural setting, as evidenced by the internship evaluation. If a candidate is seeking a middle school endorsement, one internship must also be at this level. Accounting procedures, policies, and clinical experience records are maintained in the School of Education office.

JMS Students in the School of Education

James Millikin Scholars who are preparing to be teachers must meet School of Education requirements for certain general education courses, as well as courses in the major and in professional education. Honors courses may substitute one-for-one for general education courses, but general education classes set by CTEP may not be waived in any teacher certification program. See the Director of the School of Education for specific substitutions of honors courses.

General Education for the School of Education

Candidates earning degrees while completing School of Education programs at Millikin must meet the Millikin Program of Student Learning (MPSL) requirements as well as the School of Education's general education requirements. In addition, they must meet the College and Division requirements specified for the majors they select. Since some of these requirements overlap, we recommend regular consultation with advisors for advice on which general education courses will help meet candidates' individual learning goals as well as the requirements described below.

Early Childhood Education Program (B.S. or B.A.)

Candidates wishing teacher certification in Early Childhood Education (Illinois type 04, 0-grade 3) should have (1) a broad background in early childhood education, (2) methods classes offering instruction and assessment strategies for teaching young children, (3) other professional education classes providing theory and experiences concerning school, teachers, and learning, and (4) an understanding of the needs of young children with special needs. The courses needed to gain this preparation are listed below for both the degrees available to early childhood education candidates - Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Degrees. The list includes courses required by MPSL University Studies and by the School of Education. Candidates completing this program will receive certification in Early Childhood Education with a Special Education Letter of Approval.

As part of the Early Childhood Education Program, candidates will participate in two separate “block” sequences. Each “block” is a semester long and combines several Education courses with an integrated internship at a local school or agency. The internship allows for lessons, activities, and other experiences to be completed as a part of the block courses, thereby increasing the experiential learning aspect of each course and the engagement of the candidate in the internship. The Sophomore Block will be completed during one semester of the candidate’s sophomore year, and the Junior Block will be completed during one semester of the candidate’s junior year. Outside of student teaching, these are the only courses that are sequenced within the four-year program. The specific courses that are included in each block are listed below, along with the additional non-block Education course requirements.

Bachelor of Arts (B.A.)-Early Childhood Education Sequential (Credits)

IN140, University Seminar (3)
 IN150, CWRR1 or English Composition I (3)
 IN151, CWRR2 or English Composition II (3)
 IN 250, U.S. Studies (HI203 or HI204) (3)
 IN 251, U.S. Studies (3)
 IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3)
 Oral Communication (3)
 Language (0-12) depending on placement
 Natural Science (one biological & one physical science course, including one lab) (7-8)

University Studies and Electives (37-50)

- Candidates must earn C or higher for IN150 and a C or higher for IN151

Bachelors of Science (B.S.)-Early Childhood Education Sequential (Credits)

IN140, University Seminar (3)
 IN150, CWRR1 or English Composition I (3)
 IN151, CWRR2 or English Composition II (3)
 IN 250, U.S. Studies (HI203 or HI204) (3)
 IN 251, U.S. Studies (3)
 IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3)
 Oral Communication (3)
 International Cultures & Structures (8)
 Natural Science (one biological & one physical science course, including one lab) (7-8)
 Additional Math/Science (3-4)

University Studies and Electives (43-54)

- Candidates must earn C or higher for IN150 and a C or higher for IN151
- Seven hours of Math/Science and additional Math course must be from no more than two departments. The Natural Science and Math/Science requirement must include both a biological science and physical science course.

Early Childhood and Professional Education Courses

Course descriptions for the early childhood education major courses and for professional education courses may be found below in the section entitled Early Childhood, Elementary, and Professional Education Courses.

Early Childhood Education Major Courses (Credits)

Sophomore Block Courses (ED120 or ED130 pre-requisite)
 Education 202, General Methods of Early Childhood Instruction & Assessment
 Education 232, Early Childhood Development (3)
 Education 236, Development and Acquisition of Language (3)
 Education 237, Health, Nutrition and Welfare of Young Children (3)
 Education 239, Characteristics of Young Children with Special Needs (3)

Junior Block Courses (Admission to the School of Education required)

Education 310, Creating Communities of Learners (3)
 Education 332, Teaching Language Arts and Social Studies in Early Childhood (3)
 Education 336, Teaching Math and Science in Early Childhood (3)
 Education 339, Methods in Early Childhood Special Education (3)

Non-Block Early Childhood Education Courses

Education 204, Literacy I: Children’s Literature (3)
 Education 335, Child, Family and Schools (3)

Education 337, Creative Arts and Movement in Early Childhood (3)
Education 430, Leadership and Professionalism in Early Childhood Programs (3)
Education 435, Reading Methods in Early Childhood (3)
Education 439, Assessment and Diagnosis of Children with Special Needs (3)

Non-Block Professional Education Courses

Education 130, Introduction to Early Childhood Education (3)
Education 170/172, Education Internship (1)
Education 200, Human Development, Pre-K-Grade 6 (3)
Education 218, Technology for Pre-School and Elementary Classrooms (1)
Education 320, The Exceptional Child (3)
Education 406, Multidisciplinary Instructional Design and Assessment for Elementary Teachers (1)
Education 474, Supervised Teaching (12)
Education 488, Education Senior Seminar (2)
Total (68)

Elementary Education Program (B.S. or B.A.)

Candidates for teacher certification in Elementary Education (Illinois type 03, grades K-9) should have (1) a broad background in the subjects commonly taught in elementary schools; (2) methods classes offering instruction in teaching those subjects; (3) other professional education classes providing theory and experiences concerning schools, teachers and learning, and (4) an academic area of concentration. The courses needed to gain this preparation are listed below for both the degrees available to elementary education candidates - Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Degrees. The list includes courses required by MPSL University Studies and the School of Education.

To ensure that Elementary Education candidates have the necessary math skills needed for teaching math K-6. Elementary education candidates must complete one math course above MA106, preferably MA112, before they can enroll in ED212 – Mathematics Methods.

As part of the Elementary Education Program, candidates will participate in two separate “block” sequences. Each “block” is a semester long and combines several Education courses with an integrated internship at a local school. The internship allows for lessons, activities, and other experiences to be completed as a part of the block courses, thereby increasing the experiential learning aspect of each course and the engagement of the candidate in the internship. The Sophomore Block will be completed during one semester of the candidate’s sophomore year, and the Junior Block will be completed during one semester of the candidate’s junior year. Outside of student teaching, these are the only courses that are sequenced within the four-year program. The specific courses that are included in each block are listed below, along with the additional non-block Education course requirements.

**Bachelor of Arts (B.A.)-Elementary Education
Sequential (Credits)**

IN140, University Seminar (3)
IN150, CWRR1 or English Composition I (3)
IN151, CWRR2 or English Composition II (3)
IN 250, U.S. Studies (HI203 or HI204) (3)
IN 251, U.S. Studies (3)
IN350, Global Issues (3)

Non-Sequential

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
Additional Math course above MA106 (3)
Fine Arts (3)
Literature (3)
Oral Communication (3)
Language (0-12) depending on placement
Natural Science (one biological & one physical science course, including one lab) (7-8)

Area of Concentration (15)

15 credits from one of the following 19 fields: biology, chemistry, mathematics, history, English, political science, economics, Spanish, philosophy and/or religion, psychology and/or sociology, art, music, theatre, communications, physical education, general science, language arts, social science, fine arts. Six of these 15 credits must be from 300-level or above courses and 3 of these 15 credits may simultaneously meet another non-sequential requirement (such as general education).

University Studies and Elective Courses (52-65)

- Teaching in middle school or junior high school requires candidate to elect the middle school option described below.
- Candidates must earn C or higher for IN150 and a C or higher for IN151

**Bachelors of Science (B.S.)-Elementary Education
Sequential (Credits)**

IN140, University Seminar (3)
IN150, CWRR1 or English Composition I (3)
IN151, CWRR2 or English Composition II (3)
IN 250, U.S. Studies (HI203 or HI204) (3)
IN 251, U.S. Studies (3)
IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3)
 Oral Communication (3)
 International Cultures & Structures (8)
 Natural Science (one biological & one physical science course, including one lab) (7-8)
 Additional Math/Science (3-4)

Area of Concentration (15)

15 credits from one of the following 19 fields: biology, chemistry, mathematics, history, English, political science, economics, Spanish, philosophy and/or religion, psychology and/or sociology, art, music, theatre, communications, physical education, general science, language arts, social science, fine arts. Six of these 15 credits must be from 300-level or above courses and 3 of these 15 credits may simultaneously meet another non-sequential requirement (such as general education).

University Studies and Elective Courses (55-65)

- Teaching in middle school or junior high school requires candidate to elect the middle school option described below.
- Candidates must earn C or higher for IN150 and a C or higher for IN151
- ICS Option
- Seven hours of Math/Science and additional Math course must be from no more than two departments. The Natural Science and Math/Science requirement must include both a biological science and physical science course.

Elementary and Professional Education Courses

Course descriptions for the elementary education majors and for professional education courses may be found below in the section entitled Elementary and Professional Education Courses.

Elementary Education Major Courses (Credits)

Sophomore Block Courses (ED120 pre-requisite)
 Education 200, Human Development, PreK-Grade 6 (3)
 Education 203, General Elementary Methods and Assessment (3)

Education 206, Literacy II: Teaching Language Arts (3)
 Education 212, Math Methods (3)
 Junior Block Courses (Admission to the School of Education required)
 Education 305, Literacy III: Teaching Methods in Reading (3)
 Education 306, Teaching Science (3)
 Education 307, Teaching Methods in Social Studies (3)
 Education 310, Creating Communities of Learners (3)

Non-Block Elementary Education Courses

Art 311, Art for Teachers (2)
 Education 204, Literacy I: Children's Literature (3)
 Exercise Science 305, Physical Education and Health for Elementary Teachers (2)
 Music Education 414, Elementary Music Skills (2)

Non-Block Professional Education Courses

Education 120, Introduction to American Education (3)
 Education 170/172, Education Internship I or II (1)
 Education 218, Technology for Pre-School and Elementary Classrooms (1)
 Education 320, The Exceptional Child (3)
 Education 406, Multidisciplinary Instructional Analysis, Design & Assessment for Elementary Teachers (1)
 Education 476 or 477, Supervised Teaching (12)
 Education 488, Education Senior Seminar (2)
 Total (56)

Early Childhood and Elementary Education Programs, B.S. (PACE),**Professional Adult Comprehensive Education**

In order to provide quality education that meets the needs of adult learners, Millikin offers accelerated programs leading to teacher certification in both early childhood, Birth-Age 8, and elementary education, K-9 with middle level endorsement. (see listing under the PACE Program)

Educational Studies Degree

The Educational Studies program includes all of the required coursework of the Elementary Education degree EXCEPT for ED474, or ED476 Student Teaching and ED488 Senior Seminar. This results in the candidate receiving a bachelor's degree in Educational Studies without certification. This program can only be offered to an Early Childhood Education or Elementary Education candidate by the Committee on Teacher Education Programs, at the recommendation of the Director of the School of Education, when one of the following special circumstances exist:

- A candidate is successful in the program but cannot pass the Illinois State Board of Education Content Area test, which prevents the candidate from completing a teacher education program (student teaching)
- A candidate is successful in the program, but the Committee on Teacher Education Programs does not believe that he/she has the minimal knowledge, skills, and/or dispositions necessary to successfully complete student teaching.

Secondary Education Programs

Candidates wishing teacher certification in Secondary Education (Illinois type 09, grades 6-12) may elect from the following Illinois approved programs:

Science Education: Biology (B.S. or B.A.)
Science Education: Chemistry (B.S. or B.A.)
English (B.A.)
Mathematics (B.S. or B.A.)
Social Science Education: History (B.A.)

Candidates majoring in one of the secondary education fields must complete the Millikin University Studies requirements, fulfill the professional education sequence, complete the degree requirements, and meet the School of Education general education requirements. Advising materials for each program are available from advisors or from the School of Education. Information about endorsements to teach in more than one area may be obtained from advisors or from the Director of the School of Education. Teaching in a middle school or junior high school requires candidates to elect the middle school option described below.

Bachelor of Arts (B.A.)-Secondary Programs

Sequential (Credits)

IN140, University Seminar (3)
IN150, CWRR I or English Composition I (3)
IN151, CWRR II or English Composition II (3)
IN 250, U.S. Studies (HI203 or HI204) (3)
IN 251, U.S. Studies (3)
IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
Fine Arts (3)
Literature (3)
Oral Communication (3)
Language (0-8) depending on placement
Natural Science (with lab) (4)

University Studies for SEC ED (34-46)

- Candidates must earn C or higher for IN150 and a C or higher for IN151

Bachelor of Science (B.S.)-Secondary Programs

Sequential (Credits)

IN140, University Seminar (3)
IN150, CWRR I or English Composition I (3)
IN151, CWRR II or English Composition II (3)
IN 250, U.S. Studies (HI203 or HI204) (3)
IN 251, U.S. Studies (3)
IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
Fine Arts (3)
Literature (3)
Oral Communication (3)
International Cultures & Structures (8)
Natural Science (with lab) (4)
Math/Science (10)

University Studies for B.S. Degree (44-53)

- Candidates must earn C or higher for IN150 and a C or higher for IN151
- 10 hours of Math/Science must be from no more than two departments outside major.

Secondary Major Programs

Major requirements for secondary program areas are found in respective majors sections of the Bulletin.

Secondary Professional Education Courses (Credits)

Education 120, Introduction to American Education (3)
Education 170/172, Education Internship I or II (1)
Education 201, Human Development, Grades 6-12 and K-12 (3)
Education 219, Technology for the Secondary and Specialist Classrooms (1)
Education 310, Creating Communities of Learners (3)
Education 320, The Exceptional Child (3)
Education 321, General Secondary Methods and Assessment (3)
ED 424, Teaching Literacy in the Content Areas (1)
Education 425, Instructional Analysis, Design & Assessment for Secondary Teachers (1)
Education 477 or 478, Supervised Teaching (12)
Education 488, Education Senior Seminar (2)
Total (33)

Middle School Option

This option must be selected by those elementary or secondary education candidates who wish to be certified to teach in departmentalized grades 6 - 9 in middle schools or junior high schools. The middle school courses are not needed to teach in grade 9 in high schools. Middle school teaching requires a minimum of 18 credits in the subject to be taught to be minimally certified and a passing score on the Illinois Content Area exam in the same subject area to be highly qualified under NCLB Federal guidelines. Students can also have 32 credits in the subject area to be highly qualified under NCLB Federal guidelines. In addition, if students elect to earn endorsements in mathematics, drivers education or health education they must distribute the credits in designated ways.

Education 440, Early Adolescents and the School (2)
Education 450, Middle School Philosophy and Practices (2)

Specialist Certificate Programs

Candidates seeking teacher certification in one subject for all grades, kindergarten through grade 12, may qualify for the Illinois type 10 certificate in the following State-of-Illinois approved specialist programs:

Art (B.F.A.)
Music (B.M.)
Physical Education (B.A. or B.S.)

Candidates majoring in one of the specialist education fields must complete the Millikin University Studies requirements, fulfill the professional education sequence, complete the degree requirements for the major, and meet the School of Education requirements. Advising materials for each program are available from advisors or from the School of Education. Information about endorsements to teach in more than one area may be obtained from advisors or from the Director of the School of Education. The program descriptions are in the appropriate sections of this Bulletin.

Specialists Programs for B.F.A.**Sequential (Credits)**

IN140, University Seminar (3)
IN150, CWRR I or English Composition I (3)
IN151, CWRR II or English Composition II (3)
IN 250, U.S. Studies (HI203 or HI204) (3)
IN 251, U.S. Studies (3)
IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
International Cultures & Structures (8)
Natural Science (with lab) (4)

University Studies for Specialist B.F.A. Degree (24-33)

- Candidates must earn C or higher for IN150 and a C or higher for IN151
- Choose option recommended by major field

Specialists Programs for B.M.**Sequential (Credits)**

IN140, University Seminar (3)
IN150, CWRR I or English Composition I (3)
IN151, CWRR II or English Composition II (3)
IN 250, U.S. Studies (HI203 or HI204) (3)
IN 251, U.S. Studies (3)
IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
International Cultures & Structures (8)
Natural Science (with lab) (4)

University Studies for Specialist B.F.A. Degree (24-33)

- Candidates must earn C or higher for IN150 and a C or higher for IN151

Specialist Major Programs

Major requirements for specialist program areas are found in respective parts of the Bulletin.

Specialist Professional Education Courses, Art and Physical Education (Credits)

Education 120, Introduction to American Education (3)
Education 170/172, Education Internship (1)
Education 201, Human Development, Grades 6-12 and K-12 (3)
Education 219, Technology for the Secondary and Specialist Classroom (1)
Education 310, Creating Communities of Learners (3)
Education 320, The Exceptional Child (3)
Education 321, General Secondary Methods and Assessment (3)
ED 424, Teaching Literacy in the Content Areas (1)
Education 425, Instructional Analysis, Design & Assessment for Secondary Teachers (1)
Education 477 and/or 478, Supervised Teaching (12)
Education 488, Education Senior Seminar (2)
Total (33)

Specialist Professional Education Courses, Music: Vocal (Credits)

Education 120, Introduction to American Education (3)
Education 201, Human Development, Grades 6-12 and K-12 (3)
Education 310, Creating Communities of Learners (3)
Education 320, The Exceptional Child (3)
ED 424, Teaching Literacy in the Content Areas (1)
Music Education 150, Lab Band (0)
Music Education 151, Vocal Music Education Lab (2)
Music Education 251, Introduction to Music Education (3)
Music Education 341, Prin./Meth. Ele. Music Education (4)
Music Education 351, Prin./Meth. Middle Level Music Education (2)
Music Education 400, Instrumental Methods Survey (3)
Music Education 411, Piano Skills for Vocal/General Music Education (1)
Music Education 451, Prin./Meth. Vocal Music Education (Sec.) (3)
Music Education 453, Choral Techniques and Materials (2)
Music Education 461, Vocal Music Education Seminar and Practicum (2)
Music Education 470/471, Supervised Teaching (12)
Total Music B.M. (46)

Specialist Professional Education Courses, Music: Instrumental (Credits)

Education 120, Introduction to American Education (3)
Education 201, Human Development, Grades 6-12 and K-12 (3)
Education 310, Creating Communities of Learners (3)
Education 320, The Exceptional Child (3)
ED 424, Teaching Literacy in the Content Areas (1)
Music Education 150, Lab Band (0)
Music Education 101, 102, 201, 202, 301, 302, Instrumental Methods (9)
Music Education 408, Vocal Methods (1)
Music Education 251, Introduction to Music Education (3)
Music Education 341, Prin./Meth. Ele. Music Education (4)
Music Education 450, Prin./Meth. Instrumental Music Education (Sec.) (3)
Music Education 460, Instrumental Music Education Seminar and Practicum (4)
Music Education 470/471, Supervised Teaching (12)
Total Music B.M. (49)

School Nurse Program

The Millikin University school nurse certification program is designed to prepare certified school nurses for the K-12 schools of Illinois. Upon successful completion of the program, candidates will be recommended for the State of Illinois School Service Personnel Certificate (Type 73) with the School Nurse endorsement. The School Nurse Certificate Program is offered jointly by the School of Education and the School of Nursing. The program is designed for registered nurses (RN) with a baccalaureate degree. Nurses without an acceptable bachelor's degree are not eligible for the school nurse program since state certification standards require a bachelor's degree. Current requirements for certification in the school nurse program may be found in the School of Nursing portion of the Bulletin. Nurses without the BSN may take support courses while completing the PACE format RN-BSN program. The program is designed to assist nurses to better understand schools, school employees, school children and to carry out the many duties of a school nurse in P-12 Illinois schools.

Option #1: RNs with a bachelor degree currently working as school nurses

Option #2: RNs with a bachelor degree, not currently working as school nurses

Option #3: Current students in Millikin School of Nursing may simultaneously earn a BSN degree and the school nurse certificate. Candidates may apply to complete their internship outside of Decatur.

Candidates must complete the following required courses (*) and electives to total 30 semester hours in addition to NUR 430 or ED 470 or ED 471 & 472 - the program internships

*ED120, Introduction to American Education (3)

*ED201, Human Development, Grades 6-12 and K-12 (3)

*SO100, Introduction to Sociology (3)

*ED310, Creating Communities of Learners (3)

*ED320, The Exceptional Child (3)

*NU430, Community/Public Health Nursing (8) (3 theory, 5 clinical @ MU) or ED 471-472, Supervised School Nursing (if community nursing is completed without a school internship)

*ED428, Community Health Practices and Problems

International Program Options

International Teacher-Scholars Program in the Dominican Republic

The International Teacher-Scholars Program [ITSP] affords students the opportunity to

- develop knowledge, skills and dispositions key to professional success;
 - practice service-minded citizenship in a society and culture different from ones own by contributing to Dominican schools;
 - learn a second language in an environment of native speakers;
-

- engage in a dynamic learning experience in the Dominican Republic; and
- prepare for employment in an increasingly diverse country after graduation.

ITSP Program Description

The International Teacher-Scholars Program offers a fall semester of study in the Dominican Republic to qualified Millikin juniors studying education. Completing a total of 15 credits during the semester, students take courses at one of the Republic's foremost universities and teach English in urban and rural public schools. The following courses are offered:

IN350, Dominican Social Themes (3), with Spanish as the instructional language

SP301, Conversations and Composition I (3)

SP302, Conversation and Composition II (3)

ED481, TESOL Theory & Practice (3), with English as the instructional language

ED482, TESOL Practicum (3), teaching English as a Second Language in grades 5-8

Students who are interested in this opportunity should recognize the importance of careful advanced planning. They should make their advisors aware of their interest as soon as possible so that courses to be taken in the Dominican Republic help meet program requirements.

The following courses are offered through the Early Childhood, Elementary, and Professional Education Department.

Early Childhood, Elementary, and Professional Education Courses (ED) (Credits)

Education Courses (ED) (Credits)

120. Introduction to American Education (3) Problems concerning the nature and aims of American education, the curriculum, the organization and administration of a school system are studied with respect to their historical development and the philosophical issues to which they are related. Special emphasis is placed on the present strengths and weaknesses of American schools and upon the potential value of educational innovations. The professional role of the teacher will be examined with special attention given to the professional standards that prospective teachers must meet. Requires a lab in which the class visits and observes students in seven or more area schools.

130. Introduction to Early Childhood Education (3) Introduces students to the variety of early care and education settings in the United States, focusing on birth – grade 3. Course includes consideration of history, philosophy, and theories of early childhood education. Current trends and issues are discussed. Lab experiences include site visits to early care and education settings in the local community.

160, 260, 360, 460. (Experimental Courses in Education) (1-3) Various topics in education may be addressed through the offering of courses under these numbers.

170. Education Internship I (1) Experience in a classroom with a certified teacher. Students serve as an unpaid teacher aide in local elementary and/or secondary schools for 30 or more clock hours during a semester. Students attend two seminars for orientation, discussion and evaluation. Reflective journals are required. The purpose of this exploratory internship is for students to become aware of the role of a teacher in specific grade levels/ content areas and to gain experience with students. Repeatable. Graded pass/fail only.

172. Education Internship II (1) A concentrated, weeklong internship in a classroom with a certified teacher. Students serve as an unpaid teacher's aide in elementary and/or secondary schools for 5 consecutive days. Students attend an orientation seminar and complete reflective journals about their experiences. This exploratory internship provides opportunity for students to learn about the role of teachers in their field. Repeatable. Available during spring semesters only. Students register for internships in January, March and/or May sessions when University is not in session. Graded pass/fail only.

180. Gifted Student Mentor (1) Assists one or two area fifth through eighth grade gifted students to carry out an enrichment project proposed by the mentor. Includes helping students plan, organize, carry out and present the project to a school group. Pre-requisite: Consent of instructor.

200. Human Development, Pre-K-Grade 6 (3) Study of child and adolescent development. Major theories of intellectual, social, and emotional development will be surveyed, as well as stages of physical development. Issues and concerns specific to elementary school students, such as emergent literacy, developing social competence, and latchkey children, are addressed. Implications for instructions will focus on the needs of children in pre-K through sixth grade. Pre-requisite: ED120 or ED130.

201. Human Development, Grades 6-12 and K-12 (3) Study of child and adolescent development. Major theories of intellectual, social and emotional development will be surveyed, as well as stages of physical development: addresses problems unique to adolescents, such as adolescent egocentrism, body image issues, and substance abuse. Students will examine instructional implications for teachers of developing adolescents. In-school case study and individual tutoring are required. Pre-requisite: ED120.

202. General Early Childhood Methods and Assessment (3) This course is designed to introduce students to the historical significance, theoretical influences, and practical application of early childhood education. The course will focus on the students' understanding of: professional standards, student learning standards, developmentally appropriate practices, learning environments, significance of play, assessment strategies, integrating curriculum using themes and projects, and planning and organizing lessons, material, and time.

203. General Elementary Methods and Assessment (3) Theories and techniques of teaching in elementary schools. Planning, organizing, and presenting learning experiences; assessing student progress toward learning outcomes. Concurrent enrollment in ED 200, ED204 and ED206 required for Sophomore Block. Pre-requisite: ED120 or ED130.

204. Literacy I: Children's Literature (3) This is a content and methods course that reviews the broad body of children's literature that is available for teachers to use in their K-8 classrooms. Emphasis is placed on looking at literature that teaches a positive worldview and helps elementary students understand a variety of contemporary social issues. Methods of integrating children's literature across the curriculum are explored. Pre-requisite: ED120 or ED130.

205. Orientation to the Unit Assessment System (1) This course assists transfer students and students in PACE programs to develop the first two Candidate Assessments required of all students as part of admission to the School of Education. The course will explain the content of the Candidate Assessments, the alignment of standards to artifacts and engage students in active exploration of required Candidate Assessment content from their prior college work. The primary assessment of the course will be the successful presentation of CA1 and 2 and School of Education applications. Taken if ED120 is transferred in and required for all PACE Education students.

206. Literacy II: Teaching Language Arts (3) Current methods and materials used in teaching language arts to children. Addresses current national and state standards for teaching language arts. Includes handwriting, spelling, grammar, listening, and expository and creative writing for school children in kindergarten through grade 9. Special emphasis on incorporating reading techniques into language arts. Concurrent enrollment in ED200, ED212 and ED203 required for Sophomore Block. Pre-requisite: ED120 or ED130.

212. Mathematics Methods for Elementary Teachers (3) Overview of current national and state mathematics standards. Theoretical and practical strategies for teaching mathematics in elementary schools. Includes peer-teaching experiences. Pre-requisite: Successful completion of one math course above MA106. Concurrent enrollment in ED203, ED205 and ED206 required for Sophomore Block.

218. Technology for Preschool and Elementary Classrooms (1) Assists novice teachers to use technology to facilitate learning in elementary schools, organize and maintain classroom records and assessment, and accommodate individual learning needs. Hands-on experience provided in preparing instructional materials and actively engaging elementary level learners through the use of technology. Designed to assist elementary majors in meeting Illinois Core Technology Standards.

219. Technology for Secondary and Specialist Classrooms (1) Assists novice teachers to use technology to facilitate learning in secondary and specialist classrooms, organize and maintain classroom records and assessment, and to accommodate individual learning needs. Hands-on experience provided in preparing instructional materials and actively engaging secondary and specialist level learners through the use of technology. Designed to assist secondary and specialist students in meeting Illinois Core Technology Standards.

232. Early Childhood Development (3) Study of early human development (prenatal through age 8). Includes motor, cognitive, language, and social/emotional development. Emphasis on early interactions with all aspects of the environment, including physical surroundings, culture, family members, and age peers. Applications to early education and care settings are considered. Class offers numerous opportunities for direct experience with young children, with emphasis on learning to observe children in natural settings. Concurrent enrollment required in ED200, ED202, ED236, ED237, and ED239 (Sophomore Block). Pre-requisite: ED120 or ED130.

236. Development and Acquisition of Language (3) Examines processes, beginning in infancy, through which children acquire language and communication skills. Consideration is given to basic principles, strategies, and materials that foster language development and acquisition at home and in early education and care settings. Emphasis is placed on developmental and cultural factors in children's learning to use language. Concurrent enrollment required in ED200, ED202, ED232, ED237, and ED239 (Sophomore Block). Pre-requisite: ED120 or ED130.

237. Health, Nutrition, and Welfare of Young Children (3) Addresses the early childhood educator's role in assuring child health and welfare. Emphasis is placed on best health practices including nutrition, hygiene and well child care, as well as risks to children from their environments and caregivers. Community resources and the need for early identification and support for families of children with special needs will be addressed. Concurrent enrollment required in ED200, ED202, ED232, ED236, and ED239 as part of Sophomore Block. Pre-requisite: ED120 or ED130.

239. Characteristics of Young Children with Special Needs (3) Studies the variety of challenges faced by children with special needs, which may include impairments from genetic abnormalities, pregnancy or birth complications, or environmental causes. Examines the impact on a child's family, social environment, and learning environment, as well as the potential for development. Concurrent enrollment required in ED200, ED202, ED232, ED236, and ED237 as part of Sophomore Block. Pre-requisite: ED120 or ED130.

305. Literacy III: Teaching Methods in Reading (3) Current methods and materials used in teaching school children to read. Incorporates state and national standards for teaching reading. Includes diagnostic and remedial techniques. Concurrent enrollment required in ED306, ED307 and ED310 for Junior Block. Pre-requisite: Sophomore Block courses and admission to the School of Education (or consent of Director of the School of Education).

306. Teaching Methods in Science (3) Principles of science including content and methods of teaching science in elementary and middle/junior high schools. Addresses state and national standards and benchmarks of science education. Concurrent enrollment required in ED305, ED307 and ED310 for Junior Block. Pre-requisite: Sophomore Block courses and admission to the School of Education (or consent of Director of the School of Education).

307. Teaching Methods in Social Studies (3) Current methods and materials used in teaching social studies in elementary and middle schools. Includes some content in introductory geography. Addresses state and national standards of social studies education. Concurrent enrollment in ED305, ED306 and ED310 required for Junior Block. Pre-requisite: Sophomore Block and admission to the School of Education (or consent of Director of the School of Education).

310. Creating Communities of Learners (3) Addresses principles of individual and group motivation and communication, as well as strategies of management and discipline, that will assist students to create positive learning communities that foster positive social interaction, active engagement in learning, and self-motivation. Case descriptions and microteaching will assist candidates to solve classroom behavioral and motivation problems. Applications of discipline and learning theories will be examined to enable the development of proactive and preventive classroom management strategies. Students will prepare and present a discipline and management plan. Concurrent enrollment in ED305, ED306 and ED307 required for Junior Block for Elementary Education program and ED332 and ED339 for Early Childhood Education program. Pre-requisite: Sophomore Block courses (Early Childhood and Elementary Education only) and admission to the School of Education (or consent of Director of the School of Education).

320. The Exceptional Child (3) A study of the educational needs of children who deviate from the average in such areas as intelligence, hearing, sight, speech, and behavior. Addresses professional education and special education standards. Contemporary provisions for educating exceptional individuals, following state and national mandates. Special emphasis on the learning disabled child. Requires 5 hours of field experience. Pre-requisite: Admission to the School of Education (or consent of Director of the School of Education).

321. General Secondary Methods and Assessment (3) Theories and techniques of teaching in secondary schools with specific emphasis on the planning, organizing and presenting of learning experiences and assessment of student achievement. Students are assigned to a local middle or high school classroom to complete a 30 hour internship for two full mornings a week for four weeks. Pre-requisite: Admission to the School of Education (or consent of Director of the School of Education).

332. Teaching Language Arts and Social Studies in Early Childhood (3) Emphasizes the place of social studies in early childhood education program (preschool-3rd grade). Focuses on several areas of knowledge related to the social life of the community as it is concerned with young children. Focuses on basic principles, techniques, and materials for the emergent literacy classroom. Emphasizes linguistic and cultural factors in culturally diverse settings. Concurrent enrollment required in ED310, ED336 and ED339 as part of Junior Block. Pre-requisite: Admission to School of Education (SOE).

335. Child, Family and Program Relationships (3) Studies relationships among home, community, and early care, education, and intervention settings (birth-age 8). Effective communication between settings is emphasized. The class explores how a child's family background influences his/her education and care experiences, and how best to work with diverse families, including families of infants and toddlers with special needs. Applications to early intervention, child care, preschool and K-3rd grade settings are studied. Students will have direct interactions with parents and other family members. Pre-requisite: Admission to the School of Education and concurrent enrollment in other ECE junior block courses.

336. Teaching Math and Science in Early Childhood (3) Introduces the principles, place and practice of science and mathematics education in early childhood education and in the lives of young children. Stresses the functional nature of science and mathematics and their inter-relatedness. Pre-requisite: Admission to School of Education (SOE) and concurrent enrollment in other Junior Block courses.

337. Creative Arts and Movement in Early Childhood (3) Introduces the role of creative arts including dance, drama, music, and the visual arts in early childhood education. Emphasizes the importance of authentic art for young children. Focuses on the interrelationships among curriculum as it pertains to the development of the young child. Pre-requisite: Admission to SOE.

339. Methods in Early Childhood Special Education (3) Examines the process of adapting learning goals to a child's individual special needs. Includes a discussion of therapeutic measures to address a child's development in language, social-emotional, motor and cognitive domains. Concurrent enrollment required in ED310 and ED332 as part of Junior Block. Pre-requisite: Admission to School of Education (SOE) and successful completion of Sophomore block courses.

406. Multidisciplinary Instructional Design and Assessment for Elementary and Early Childhood Education Teachers (1) Assists students to apply, implement and reflect on principles of instructional design and assessment in elementary education through the creation of a multidisciplinary unit of instruction. The unit will be taught at the student teaching site, and the planning for the unit will occur during a 20 hour internship prior to the semester before student teaching begins. Samples of K-6 student work will be analyzed based on pre and post assessment processes.

424. Teaching Literacy in the Content Areas (1) This course is required for all secondary education majors. Students will learn about common reading and writing problems associated with the use of text in middle and high school content courses. Students will learn strategies for diagnosing and correcting reading difficulties. Other areas that will be studied: Content Literacy and the Reading Process; Language Diversity and Culture; Assessment of Textbooks; Reading to Learn; Studying and Study Strategies; Writing Across the Curriculum.

425. Instructional Analysis, Design & Assessment for Secondary and K-12 Teachers (1) Instructional approaches and techniques for teaching in middle and high schools including 20 hours or more of structured school classroom experiences required in the student teaching classroom. Pre-requisite: ED201 and ED321, senior standing, and Admission to and retention in the School of Education and Admission to Student Teaching (or consent of Director of the School of Education). Pre or Co-requisite: 425 in the corresponding content area in which one is being certified.

427. Public Health Nursing, Theory and Practice (3) Development, organization and scope of modern public health programs; nursing concepts and skills needed for family-centered health care; role of public health nurse in community health programs. Pre-requisite: Admission to School Nurse Certification Program.

428. Community Health Practices and Problems (3) Influence of physical environment on health and disease, ecology, and concepts of public health. Meeting the health needs of the community of individuals and families in their normal environment such as the home, the school and place of work. An area of practice that lies primarily outside the therapeutic institutions. Pre-requisite: Admission to the School of Education (SOE).

430. Leadership and Professionalism in Early Childhood Programs (3) Examines the meanings of professionalism and the responsibilities of people who have leadership positions in care and education programs for young children (birth-age8). Emphasis is on core ethical standards, as well as on professional development, program management, and participation in professional organizations. Includes interaction with individuals who are considered leaders in the early education, care and intervention professions. Prerequisite: Admission to the School of Education.

435. Reading Methods in Early Childhood (3) Introduces basic principles, techniques, and materials for emergent and beginning literacy classrooms. Emphasizes developmentally appropriate practices for teaching reading and writing in grades K-2, and addresses state and national standards for children's language and literacy learning. Requires internship hours in a classroom, minimum 20-hour internship in student teaching classroom, tied to implementation of major assignment. Pre-requisites: Sophomore Block classes, senior standing; admission to/retention in the School of Education; admission to student teaching; or consent of Director of the School of Education.

439. Assessment and Diagnosis of Children with Special Needs (3) Introduces goals, processes and types of assessments used to make educational decisions for young children with special needs. Pre-requisite: Admission to the School of Education (SOE).

440. Early Adolescents and Schools (2-3) Study of the development of early adolescents (ages 10-14). Required for Illinois middle level endorsement on elementary and/or secondary certificate. Builds on knowledge from ED 200 or 201, Human Development, and other psychological foundation courses. Focuses on the developmental characteristics and the needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing guidance as well as in assessing, coordinating and referring students to health and social services. A 20-hour internship in a middle level (grades 5-8) classroom is required. (current Millikin students should take this course for 2 credits; MU alumni and students not matriculating from Millikin will need to take this course for 3 credits to fulfill state requirements and will be expected to complete an additional project to account for the added credit.) Pre-requisite: ED200 or ED201 (or concurrent enrollment) and Admission to the School of Education (or consent of Director of the School of Education).

450. Middle School: Philosophy and Practices (2-3) Ideas and practices for prospective middle school teachers. Required for Illinois middle level endorsement on elementary and/or secondary certificate. Focuses on middle school philosophy, curriculum, instruction and current practices. Includes instructional methods for designing and teaching developmentally appropriate programs in middle schools. Builds on knowledge from educational foundations and methods courses in contrasting middle school ideas and practices to those in upper elementary grades and junior high schools. Some visits to area middle schools may be included. (current Millikin students should take this course for 2 credits; MU alumni and students not matriculating from Millikin will need to take this course for 3 credits to fulfill state requirements and will be expected to complete an additional project to account for the added credit.) Pre-requisite: ED203 or ED321 and Admission to the School of Education (or consent of Director of the School of Education).

470. Supervised School Nursing (6) A twelve-week school nurse internship experience for nurses who wish to gain certification as a school nurse. Observation and experience in school nursing under direct supervision of one or more certified school nurses with course supervision by a university faculty member. Pre-requisite: Admission to and retention in the School Nurse Program.

471. School Nurse Internship I (1-3) Fall semester internship with a school nurse. Designed for the nurse who wishes to complete a supervised internship for the Illinois School Service Personnel certificate. Supervision by nursing faculty and a certified school nurse. Seminars and readings required. More credits required of inexperienced school nurses. Pre-requisite: Admission to and retention in the School Nurse Program; employment as a school nurse or consent of instructor.

472. School Nurse Internship II (1-3) Spring semester internship with a school nurse. Designed for the nurse who wishes to complete a supervised internship for the Illinois School Service Personnel certificate. Supervision by nursing faculty and a certified school nurse. Seminars and readings required. More credits required of inexperienced school nurses. Pre-requisite: Admission to and retention in the School Nurse Program; employment as a school nurse or consent of instructor.

474. Supervised Teaching in Early Childhood Education (4-12) Observation, planning for classroom instruction, preparation and presentation of lessons, and assessment of student learning. Students assume full responsibility for the classroom for a period of 3 to 5 weeks. Pre-requisite: Admission to and retention in Teacher Education and Admission to Student Teaching.

476. Supervised Teaching in Elementary School (4-12) Observation, planning for classroom instruction, preparation and presentation of lessons, and assessment of student learning. Students assume full responsibility for the classroom for a period of 3 to 5 weeks. Pre-requisite: Admission to and retention in Teacher Education and Admission to Student Teaching.

477. Supervised Teaching in Middle School (4-12) Observation, planning for classroom instruction, preparation and presentation of lessons, and assessment of student learning for 14 weeks. Students assume full responsibility for the classroom for a period of 5 to 7 weeks. Pre-requisite: Admission to and retention in the School of Education and Admission to Student Teaching.

478. Supervised Teaching in High School (4-12) Observation, planning for classroom instruction, preparation and presentation of lessons, and assessment of student learning for 14 weeks. Students assume full responsibility for the classroom for a period of 5 to 7 weeks. Pre-requisite: Admission to and retention in the School of Education and Admission to Student Teaching.

481, 482, 483, 484. Topics in Education (1-3) Per Semester Readings and discussion centered on a specific issue of current educational interest, as scheduled by a faculty member. Pre-requisite: Admission to the School of Education.

488. Education Senior Seminar (2) Problems of beginning teachers, including the job seeking process, certification, legal aspects of teaching and graduate school opportunities. Specific problems analysis by teaching major and for each teacher candidate. Taken concurrently with ED474/476/477/478 (student teaching). Pre-requisite: Admission to and retention in the School of Education and Admission to Student Teaching.

491, 492, 493, 494. Independent Study (1-3) Per Semester Reading and research for juniors and seniors in the School of Education

School of Nursing

www.millikin.edu/nursing

Debbie Slayton, Director 217-424-6366

Cheryl Hilgenberg, Undergraduate and Graduate Chair 217-424-6363

Isabel Ososki, RN-BSN Faculty Coordinator 217-424-6368

School of Nursing Faculty

Full-Time: Charlotte Bivens, Kathy J. Booker, Jo Carter, Florence Folami, Elizabeth Gephart, Cheryl Hilgenberg, Debra Jenkins, Rebecca Lemar, Mary Jane Linton, Karla Luxner, Isabel Norton Ososki, Marilyn Prasun, Sheryl J. Samuelson, Deborah L. Slayton

Adjunct and Affiliate Faculty: are listed at www.millikin.edu/nursing/faculty.asp

School of Nursing Staff

SON Administrative Assistant, Kim Wenthe; MSN Administrative Assistant, Sally Pflaum

The Millikin University School of Nursing offers the following programs:

- The BSN program for students who wish to complete a baccalaureate nursing degree in order to be eligible to take the State Licensure Exam in any state in the U.S. to become a registered nurse (R.N.)
- The RN-BSN program for those students who have graduated from an accredited NLN associate degree or diploma school of nursing, who hold an unencumbered/unrestricted registered professional nurse license in the State of Illinois and who wish to earn their baccalaureate nursing degree in order to advance their career opportunities.
- The MSN program with tracks in Clinical Nurse Leader or Nurse Educator for RNs who have their BSN and desire to increase their opportunities for nursing leadership positions in clinical practice and nursing education.

Accreditation and Approval

The Millikin University School of Nursing was founded in 1978 and was accredited by the National League for Nursing (NLN) in 1981 when students first graduated from the program until the year 2003 at which time the faculty sought and received accreditation from the Commission on Collegiate Nursing Education (CCNE) for the BSN program. While both NLN and CCNE are recognized professional nursing accrediting bodies, CCNE accredits only baccalaureate and higher degree programs. The nursing program has the approval of the Illinois Department of Financial and Professional Regulation. The School of Nursing is a member of the Illinois Association of Colleges of Nursing, the National League for Nursing, and the American Association of Colleges of Nursing. The MSN was established in 2006 and a CCNE initial accreditation site visit was conducted in October of 2007.

Mission of the School of Nursing

The nursing curricula at Millikin University foster the development of men and women in a community of life-long learners who are able to envision and shape the future of health care and compose a personal life of meaning and value. Professional nursing education at Millikin accurately reflects James Millikin's vision of the university as "an institution where the scientific, the practical, and the industrial shall have a place of equal importance, side by side, with the literary and the classical." Nursing is a profession recognized for its intentional blend of the rigorous application of scientific knowledge with the art of caring. The framework for the nursing curricula at Millikin incorporates the School of Nursing mission, goals, and outcomes under the core concepts of person, nursing, environment, and health.

The hallmarks of a Millikin University education are exemplified in the mission of the School of Nursing. At Millikin, the nursing curricula are founded upon:

- Integrated learning that connects liberal and professional education and life experiences. Professional nursing practice is based on the ability to synthesize theoretical and empirical knowledge from the humanities and the natural, social, and nursing sciences to enhance the delivery of holistic care. The faculty of the School of Nursing seeks to help students develop a commitment to professional excellence through the integration of these multidisciplinary perspectives.

- Experiential learning that connects theory, practice, and reflection is central to nursing education. Millikin nursing students provide nursing care to individuals, families, groups, and communities through the application of theory to clinical practice.
- Collaborative learning that is accomplished through classroom and clinical experiences, close faculty-student mentoring relationships, and extensive community-wide connections. This process further extends to collaboration with colleagues and consumers in the provision of evidence-based care to improve the quality of health care and advance nursing as a profession.
- An engaged learning philosophy that increases the student's self-awareness and connects students to one another, the campus community, and the larger world community. Nursing students are prepared to appreciate and exert influence on the profession within a global perspective and environmental realities.

Bachelor of Science Degree in Nursing (BSN)

BSN Program Goals

The goals of the Millikin School of Nursing BSN program are to:

1. Develop within students a commitment to professional nursing excellence;
2. Prepare nurses who synthesize knowledge, skills, and values for professional practice in a global community; and
3. Foster a community of life-long learners who are able to envision and shape the future of nursing and health care.

BSN Student Learning Outcomes

Graduates of the Baccalaureate of Science in Nursing program at Millikin University are able to:

1. Demonstrate the core knowledge, competencies, and values of professional nursing;
2. Integrate theoretical knowledge and investigation as the basis for critical thinking and decision-making in the planning and provision of evidence-based nursing practice for diverse populations; and
3. Demonstrate a commitment to ongoing personal and professional development through formal and informal experiences.

BSN Admission and Progression

Students are admitted to the BSN program at Millikin University as either students who wish to complete a baccalaureate nursing degree in order to be eligible to take the State Licensure Exam in any state in the U.S. or as students who have graduated from an accredited NLN associate degree or diploma school of nursing program, who hold an unencumbered/unrestricted registered professional nurse license in the State of Illinois and who wish to earn their BSN.

BSN students are admitted directly to the School of Nursing as freshmen or as transfer students. Students who do not meet all the criteria for admission may be admitted as “pre-nursing.” Acceptance of transfer students into the nursing major will be made based on academic progress and space availability. Each student (nursing or pre-nursing) admitted to the School of Nursing is guaranteed a space in the nursing curriculum as long as the student makes academic progress. Each nursing/pre-nursing major is assigned an advisor from the School of Nursing faculty. Advisors assist with academic and career planning as well as other aspects of the educational program and community connections. Applicants who are admitted to the School of Nursing will be required to read the School's “Minimum Performance Standards for Admission and Guidelines for Accommodating Students with Disabilities” and sign certification and disclosure forms. Additional policies and requirements specific to health and safety standards (such as immunizations, titers, annual tuberculin skin testing, and cardio-pulmonary resuscitation certification) and professional behavior are published in the “School of Nursing Student Handbook” available in the School of Nursing office. Students are expected to be familiar and compliant with the policies in the School of Nursing Student Handbook as well as the Millikin University Student Handbook (available through the Millikin web site). Registered nurses seeking to earn a Bachelor of Science Degree in Nursing should also consult the corresponding School of Nursing section and the Professional Adult Comprehensive Education (PACE) section of this Bulletin.

All courses required for the nursing major (noted by *) as well as all required nursing courses (NU prefix) must be completed with a grade of C- or better to advance in the curriculum. To enroll in NU202, Introductory Practicum in Nursing, the student must be a nursing major and maintain a cumulative grade point average of 2.5, earn a grade of C- or better in all courses required by the major, meet health and safety standards set by the School of Nursing and required by affiliating agencies, and exhibit appropriate professional behavior. Students must satisfactorily complete a minimum of four of the five science pre-requisite courses (noted by **) identified in the curriculum plan with a grade of C- or better prior to enrolling in Nursing 202. All science pre-requisite courses must be satisfactorily completed with a grade of C- or better prior to enrolling in junior level nursing courses and a cumulative grade point average of 2.5 must be maintained for progression throughout the program. Students may withdraw from only one clinical nursing course and one theory nursing course during the nursing curriculum. A student who withdraws from a nursing course for any reason must petition to the School of Nursing Student Admissions, Promotions, and Records Committee for permission to be readmitted to the nursing course. Application for readmission will be considered based upon individual circumstances and contingent upon space-availability in the course.

Students accepted into the School of Nursing are students of the university and must meet all university requirements for graduation. A minimum of 124 credits is required for the Bachelor of Science in Nursing (B.S.N.) degree. The men and women in nursing enjoy the same opportunities for academic, athletic, and social participation as all other students in the university. Freshman nursing students may elect to enroll in Nursing 100, The Professional Nurse. Professional nursing courses taken during the sophomore year include Nursing 202, Introductory Practicum in Nursing and Nursing 311, Health Assessment. The majority of the professional nursing courses are taken in the junior and senior years of the curriculum. Nursing students will be required to purchase the student uniform, special nursing equipment, and Assessment Technologies Institute (ATI) materials to begin the nursing sequence in the sophomore year. In addition, there will be additional expenses each year that are outlined in the “School of Nursing Student Handbook.” All nursing students practice procedures in the on-campus applications and/or simulation laboratories prior to actual practice in clinical settings. Nursing students will practice various nursing skills on each other and on manikins/simulators in the on-campus nursing applications laboratory as well as perform skills in the process of caring for patients in community clinical settings.

The Traditional (Pre-Licensure) BSN curriculum: The following curriculum guide outlines the typical basic curriculum progression for four-year students and serves as a general guideline only. *Please note that some courses may only be offered in the spring or the fall semester.* See course descriptions for pre-requisite requirements.

First year Curriculum

Fall

Chemistry 121/151: General Chemistry(*)(**) (4) (requires math placement ≥ 2)

Interdisciplinary 140: University Seminar (3)

Interdisciplinary 150: Critical Writing, Reading and Research I (3)

Psychology 130: Introductory Psychology(*) or Language Option (3-4)

Elective (2) (Nursing 100: The Professional Nurse)

Spring

Chemistry 203/205: Essentials of Organic and Biochemistry(*)(**) (4)

Interdisciplinary 151: Critical Writing, Reading and Research II (3)

Psychology 340: Lifespan Development(*) (3)

Language/ICS (3-4)

Communication Studies (3)

Second Year Curriculum

Fall

Biology 206: Anatomy and Physiology I(*)(**) (5)

Biology 230: Microbiology(*)(**) (4)

Psychology 310: Principles of Psychopathology(*) (3)

IN 250: U.S. Studies (3)

Spring

Biology 207: Anatomy and Physiology II(*)(**) (4)

Nursing 311: Health Assessment (3)

Nursing 202: Introductory Practicum in Nursing (5)

IN 251: U.S. Studies (3)

NOTE: *Four of the five science Pre-requisite courses (noted by **) must be satisfactorily completed with a C- or better prior to entering NU 202. All five must be satisfactorily completed prior to enrolling in junior level courses.*

Third Year Curriculum

Fall

Nursing 400: Parent-Child Nursing (8)

Nursing 315: Pathophysiology (3)

Interdisciplinary 350: Global Issues (3)

ICS/Elective (3)

Spring

Nursing 410: Mental Health-Mental Illness Nursing (8)

Nursing 314: Pharmacology(*) (3) or Chemistry 314: Pharmacology(*) (3)

Psychology 201, Statistical Methods(*) or Math 120 Elementary Probability & Statistics (*) (3)

Fine Arts (3)

Fourth Year Curriculum

Fall

Nursing 420: Medical-Surgical Nursing (8)

Nursing 481: Issues in Nursing Research and Management (4)

Elective (3)

Spring

Nursing 430: Community Health Nursing (8)

Nursing 440: Transition to Professional Nursing (1)

Elective (3)

Elective (0-2)

Graduation Requirement: minimum 124 Credits

The RN-BSN (PACE -- Professional Adult Comprehensive Education) curriculum

For Registered Nurses seeking a Baccalaureate Degree (RN-BSN), applicants who have graduated from an accredited NLN associate degree or diploma school of nursing and have successfully passed the RN licensure exam are eligible for advanced placement in the baccalaureate curriculum through the Professional Adult Continuing Education (PACE) program as approved by the School of Nursing. (See listing under the PACE Program)

School Nurse Certificate Program

The School Nurse Certificate Program is offered jointly by the School of Education and the School of Nursing. This flexible program enables registered nurses (RNs) from an accredited baccalaureate nursing program to be eligible to apply for the State of Illinois certificate issued by the Illinois State Board of Education with the School Nurse Certificate (Type 73). The program is designed to help nurses understand the integration of health and the learning environment in elementary and secondary schools. Students will recognize school nursing as the intentional blend of the disciplines of education and nursing that aims to understand how the promotion of health in the learning environment facilitates learning among students. Current students in the Millikin School of Nursing may simultaneously take the required coursework while earning a BSN degree and then complete the required school nurse internship after graduation. Please contact the School of Nursing for more details.

Transfer Credit

A student may transfer into the School of Nursing provided that transferred courses accepted to meet degree requirements are essentially of the same quality as those offered by Millikin. Transcripts will be evaluated by the Registrar and the Director prior to admission. Registered nurses are admitted as transfer students. Nursing transfer students must complete a minimum of 20 credits in nursing at Millikin University.

BSN Courses (NU) (Credits)

100. The Professional Nurse (2)

A nursing elective designed for freshman nursing majors. This course introduces concepts of the art and science of nursing to help students explore the effects of illness on an individual and to understand this experience from the patient's perspective. Through case studies, discussion, group work, first-person essays, and reflective logs, students will investigate patient scenarios and nursing roles, clarify personal values, question assumptions, and begin to utilize the nursing process to analyze patient care decisions. Emphasis is on the development of communication and critical thinking skills, respect for human dignity and differences, commitment to professional excellence, and a compassionate ethical professional personality. Pre-requisites: nursing major or consent of instructor.

102. Medical Terminology (3)

Medical terminology provides an approach to learning health-related terms. The course introduces students to the background, context, and basic concepts which underlie medical terminology. Technical vocabulary in areas of physiology, pathology, and medical procedures are presented along with prefixes, suffixes, and combining forms derived from Greek and Latin - an important foundation for medical terminology. This course will assist students in understanding and using the medical terminology necessary in a growing number of professional areas. In addition to students of nursing, pre-med, and physical therapy, others who would benefit from this course include students in occupational therapy, sports medicine, physical education, teacher education, and pre-law. Pre-requisite: none

202. Introductory Practicum in Nursing (5)

This clinical course introduces students to the nursing profession with consideration of legal, social, economic, ethical, political and historical concerns. Nursing theory, nursing process and research are introduced as foundational concepts in the profession. Laboratory experiences focus on development of communication skills, nursing assessment and core knowledge and skills in fundamental medical/surgical nursing principles. Includes four hours of clinical laboratory per week. Pre-requisites: nursing major, math competency requirement met, PS130, CH121/151, CH203/205, BI206, BI230, and concurrent enrollment or prior completion of BI207 & NU311 or consent of instructor.

280. Tools for Professional Success (3)

This course is designed to introduce beginning RN-BSN students to professional practice issues helpful for accelerated nursing program success. Library research methods, reviewing and writing materials written in APA documentation style, and computer competencies for successful course navigation will be introduced as foundational to success in the Millikin University RN-BSN PACE program. A portion of this course will be dedicated to structured updates and content review necessary to prepare and test students for National League for Nursing mobility examinations. Learners are engaged in active learning, nursing accelerated course expectations are identified, and students are prepared for professional success in the PACE format RN-BSN program. Pre-requisites: Admission to the PACE RN-BSN program.

311. Health Assessment (3)

Presents the theory and skills necessary to collect a comprehensive health history and a physical examination. Emphasis is placed on differentiation between normal and abnormal findings and recognition of common health problems in infants, children, adults and childbearing clients. Supervised student practice occurs in skills laboratories and clinical settings. Pre-requisite: BI206, or BI207, concurrent enrollment in NU202, or consent of instructor.

314. Pharmacology (3)

This course is designed to introduce pharmacologic concepts to enhance sound decision making, therapeutic interventions, and critical thinking for professionals within the health care professions. Students will explore the principles of pharmacology, including pharmacokinetics, pharmacodynamics, pharmacotherapeutics, lifespan and cultural factors, and legal and ethical implications. The focus will be on understanding the pharmacologic properties of major drug classifications and significant individual drugs, including generic and trade names, therapeutic uses, mechanism of action, interactions, and adverse drug effects, with special emphasis on nursing considerations. This course is suitable for majors in nursing, majors in natural sciences, allied health, psychology, athletic training, and other pre-professional health care majors. Prerequisites: BI 206 & 207, CH 121.

315. Pathophysiologic Concepts for Nursing (3)

This course is designed to provide nursing students with a sound basis in common pathophysiologic conditions of the human body. The first several units build understanding of central concepts of cells and tissue. Subsequent units focus on organs and body systems. Emphasis will be placed on the processes within the body that result in signs and symptoms of disease and the effects on physical well-being rather than on treatment modalities. A firm foundation will be built for the clinical nursing courses that design nursing care for patients with health care needs. An understanding of the normal anatomy and physiology of body systems and processes is critical to understanding pathophysiology. Pre-requisites: BI 206, BI 207, NU 202, NU 311, concurrent enrollment in NU400 or NU410 (or completion of these courses), or consent of the instructor.

391 & 392. Independent Study (1-3)

Independent Study in a topic chosen jointly by the student and faculty, with approval of the School of Nursing Director. A maximum of six independent study credits may be earned in the School of Nursing.

400. Parent-Child Nursing (8)

This clinical course is designed to provide core content in the theory and practice of parent and child nursing. Content includes the bio-psychosocial components of human sexuality and family planning, pregnancy, birth, and the post-natal period and covers theory and practice related to the care of well infants and children, at risk children, and children who are chronically ill. Throughout the

course, maximum attention is given to the developmental, emotional and psychosocial needs of parents and their offspring and to the building of secure family relationships. Includes 9 hours of clinical laboratory per week in prenatal, labor and delivery, nursery, postpartum, post-surgical or pediatric units, and various community agencies. Pre-requisites: NU 202, NU 311, PS340, junior standing nursing majors.

410. Mental Health-Mental Illness Nursing (8)

This clinical course introduces students to the principles and practice of nursing care for individuals throughout the lifespan experiencing mental health care challenges in the family context. Effects of contemporary, historical, ethical, social, cultural and legal concepts provide the foundation for developing decision-making skills and identifying research problems in clinical practice. Students develop leadership skills through use of group process with clients and collaboration with the healthcare team. Includes 9 hours of clinical practice per week in community mental health agencies. Pre-requisites: NU 202, NU 311, PS310, junior standing nursing majors.

420. Medical-Surgical Nursing (8)

This clinical course deals with progressively complex theory and experiences in nursing the adult who demonstrates significant health care needs. The course emphasizes the use of critical thinking skills and the application of the nursing process. Based upon a holistic assessment of patients, the student will analyze, plan, implement, and evaluate the need for simple to complex nursing intervention. An additional focus is placed upon the pathophysiology underlying specific disease conditions. The student will utilize this knowledge to identify scientific principles, rationale, and possible complications of treatment. In the primary care role, the student will implement appropriate therapeutic nursing actions and communication skills to assist the individual in meeting his health care needs. Integrated within the course are theories and experiences related to leadership and management in meeting health care needs for individuals, families, and groups. A wide variety of experiences are provided to introduce the student to the various roles within medical-surgical nursing. Includes 9 hours of clinical laboratory per week in predominately hospital-based acute care medical-surgical practice settings. Pre-requisites: NU 202, NU 311, NU 314, NU 315, NU 400, NU 410, senior standing nursing majors.

425. Advanced Concepts in Nursing (5)

Transition course for registered nurses in the PACE RN-BSN program. Concepts include an exploration of the basis of nursing professional career development, including advanced practice, interdisciplinary care, application of evidenced-based practice models, and care planning for complex patient/family units. Concepts of leadership, professional practice, and current trends will also be explored. Students select clinical experiences to expand knowledge of current professional roles and evidence-based practice with a disciplinary focus. Includes a clinical laboratory experience in sites selected by students with faculty guidance. Pre-requisites: RN licensure in Illinois, NU314, NU400, NU410, NU420 or successful proficiency of these courses.

430. Community Health Nursing (8)

This course is designed to develop the role of the professional nursing student within the community. Recognizing that society influences the client and at the same time the client influences society, the student investigates and applies theoretical concepts while engaged in a variety of partnerships. The student is concerned about individuals, families, and groups as sub-systems of the community and values their diversities within the broad context of community needs. Concepts include prevention approaches, ecology, epidemiology, multicultural society, infectious diseases, collaboration, and interagency coordination. Ethical, social, political, and legal influences on the American health care system are included. Includes 9 hours of clinical laboratory per week in community, ambulatory primary care, home health and/or county health agencies as well as public school, industrial, and governmental sites. Pre-requisites: NU 202, NU 311, NU 314, NU315, NU 400, NU 410, senior standing nursing major.

440. Transition to Professional Nursing (1)

Provides a structured framework for individual preparation for pre-licensure students. It is not intended to be a comprehensive review of nursing content, but rather designed to assist the student in development of critical thinking and decision-making skills specific to the National Council Licensure Examination for RNs (NCLEX-RN). Pre-requisite: senior standing nursing major.

470. Professional Internship in Nursing (1-6)

Elective internship opportunity for students to explore professional roles in nursing. Designed jointly by student and faculty to utilize nursing knowledge and skills in selected clinical roles. Course objectives, activities, and evaluation criteria are individualized for each student. Pre-requisites: 3.0 GPA, consent of instructor, and approval of the School of Nursing Director.

481. Issues in Nursing Research and Management (4)

Provides a framework for using the research process and management concepts in nursing and serves as the disciplinary capstone course that integrates experiences in the major. Emphasis is on the role of research in nursing theory development, formulation of research questions and judgment in practice. Reflection of professional issues including legal, ethical, social, and political factors influencing current and future roles in nursing. Leadership and management theory are integrated throughout to prepare students for transition into the complex practice roles in today's healthcare system with emphasis on the practice of the baccalaureate nurse. A focus of the course is exploration of strategies for continuing personal and professional growth including contributions to the community and interdisciplinary collaboration. Pre-requisite: PS201 or MA120, senior standing nursing major and concurrent enrollment in NU420 or NU430.

Master of Science Degree in Nursing (MSN)

The School of Nursing offers graduate courses leading to the Master of Science in Nursing (MSN) degree for those nurses who want to advance their careers beyond the baccalaureate level. Two tracks are offered: clinical nurse leader and nurse educator. The program is designed to be completed in 18 months of full time study; alternatively, it can be completed on a part-time schedule in a longer time frame. Students are allowed a maximum of 6 years from admission to completion of the MSN. The program consists of 38 credit hours and includes 400 hours of clinical practice and residency. An advanced (graduate level) statistics course must either be completed prior to enrollment or taken concurrently with the first MSN courses. Nursing courses are generally scheduled one day a week with one course typically offered in the morning and a second course offered in the afternoon. Clinical practice hours are flexible and are arranged in collaboration with the student, faculty, and clinical agencies. Conversely, a maximum of 9 graduate credit

hours may be transferred into the program from another university, or a student may take up to 9 credits as a “student at large” (non-degree seeking) before matriculation in the program with approval of the program chair or director. Students must maintain both a GPA of 3.0 and successfully complete (with a grade of C or better) coursework, the residency requirement, and the terminal project to be eligible for graduation. Continuous enrollment must be sustained until all graduation requirements are met. Although Advanced Practice licensure is not currently available for nurse educators or clinical nurse leaders, graduates will be eligible to sit for national certification examinations for Certified Nurse Educator (CNE) or Clinical Nurse Leader (CNL).

MSN Program Goals

The goals of the Master of Science of Nursing program are to:

1. Foster development of leaders committed to advancing professional nursing excellence.
2. Prepare nursing leaders who integrate knowledge, skills, and values in their professional practice within a global community; and
3. Achieve a community of life-long learners who are able to actively shape the future of nursing and health care.

MSN Student Learning Outcomes

Graduates of the Master of Science in Nursing program at Millikin University are able to:

1. Demonstrate leadership that enhances patient centered outcomes through management of the care environment and reliance upon evidence-based nursing practice;
2. Develop advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary collaboration; and
3. Provide nursing leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.

Nurse Educator

The nurse educator track is designed for nurses who seek opportunities teaching in a school of nursing, a continuing education program, or a staff development role. A strong emphasis is placed on experiential learning opportunities focusing on teaching pedagogy and assessment of learning. Students will gain a strong foundation in curriculum development, methods of inquiry, nursing theory, the role of education in health care, research, and evidence-based practice to enhance outcomes. A requisite teaching residency consisting of a minimum of 300 hours will be arranged collaboratively with the student, faculty, and a skilled educator mentor. Graduates of this program will be eligible to take the Certified Nurse Educator (CNE) examination from the National League for Nursing (NLN).

Clinical Nurse Leader

Coursework in the Clinical Nurse Leader (CNL) track prepares a generalist practitioner with specialized skills in lateral integration of care and interdisciplinary collaboration. One to two years of clinical experience as a registered nurse or approval by the program chair or director is required before entering the CNL program. The clinical nurse leader role focuses on developing enhanced clinical skills for management of patient care and the care environment. Coursework builds strong leadership skills through development of analytical skills combined with techniques of assessment and inquiry. Students will gain a strong foundation in nursing issues, nursing theory, research, and evidence-based practice to improve patient outcomes. A required 8-week residency consisting of a minimum of 300 hours clinical experiences will be arranged collaboratively with the student, faculty, and a clinical mentor. Graduates of this program will be eligible to take the examination offered by the American Association of Colleges of Nursing (AACN) for Clinical Nurse Leader (CNL) certification.

Admission

Qualified candidates for the MSN degree are highly motivated individuals who hold a baccalaureate degree in nursing from an accredited program and who seek leadership roles in clinical practice or educational settings. Application forms are available on line at <http://www.millikin.edu/msn> . For a hard copy and information packet, please contact the MSN Program, Millikin University School of Nursing, Room LTSC 110, 1184 West Main Street, Decatur, Illinois 62522 or telephone 217-424-5034.

Graduate applicants should:

- Complete the MSN application
- Send official transcripts from all graduate and undergraduate institutions attended and demonstrate a minimum cumulative grade point average of 3.0 on a 4.0 scale.
- Provide evidence of successful completion (grade of C or better) of courses in undergraduate nursing research, health assessment, and introductory statistics
- Complete (grade of C or better) a graduate level statistics course prior to enrollment
- Possess an unencumbered/unrestricted license as an RN in Illinois
- Have one to two years clinical experience as a registered nurse or approval of the program chair or director, before entering the CNL program
- Provide scores on the Graduate Record Exam (GRE)
- Provide two written recommendations from individuals who can speak to the applicant’s integrity, potential for success in a graduate program, and clinical nursing performance. At least one recommendation must be from a direct supervisor or a former nursing instructor
- Submit a one to two-page written statement (up to 1000 words) addressing personal and professional goals related to the master’s program
- Submit a current resume or curriculum vitae

In addition, international students must submit official transcripts (in English) with an official evaluation of those transcripts by a foreign credentials evaluation agency and proof of English proficiency as evidenced by a minimum score of 550 on the TOEFL (Test of English as a Foreign Language). There are additional requirements for international students. Contact Millikin’s Chair of the MSN Program at 1184 W. Main Street, Decatur, IL 62522, prior to submitting an application.

Important Dates – Admission Timeline:

- A rolling admission sequence is maintained throughout the year by ongoing review by the MSN Admissions Committee.
- Complete applications should be received at least one month prior to the enrollment. For example, applications should be mailed by November 1st for anticipated enrollment in the following Spring term and by July 1st for anticipated enrollment in the following Fall term.
- The MSN Admissions Committee will forward all names of recommended applicants to the program chair and director.
- Letters of acceptance will subsequently be mailed to each admitted applicant.
- A \$200.00 deposit is due upon acceptance and applicants may enroll immediately thereafter.

Program Costs and Payment Schedule:

- Tuition costs can be found under “Expenses” in this bulletin. Books, supplies and miscellaneous resource material costs are not included in this figure.
- Students must submit a deposit of \$200.00 which will be applied to the semester tuition.
- Payments plans are available through the Student Service Center located in Shilling Hall.
- Holds are placed on accounts with an outstanding balance. This will prevent enrollment in subsequent semesters. If financial difficulties arise, students are encouraged to contact the Student Service Center to make payment arrangements.

Financial Aid:

Graduate students are eligible for financial assistance under the Federal Stafford Loan Program. To qualify for this loan, students must submit a Free Application for Federal Student Aid (FAFSA) to the Financial Aid Office for electronic submission to the federal processor. Graduate students are not eligible for Federal Pell or Illinois State Funds. For more information, please contact Student Service Center office at 217-424-6317.

Drop/Add:

Each student is enrolled for courses on a semester basis. The student is financially responsible for all enrolled courses. Students may access their accounts and schedule through MU Online. Students who wish to drop or add a course after the registration process is complete must notify the School of Nursing MSN Chair in writing.

Incompletes:

Incompletes will not be granted in the MSN program, except for serious illness, death of an immediate family member, or other serious factors beyond the student’s control. Eligibility to take an incomplete grade is determined by the instructor. Requests for incompletes, upon approval of the faculty member, must be approved by the MSN Chair prior to the last day of class in which the student wants to take the incomplete. The incomplete must be completed within 6 weeks of the end of the course and may impede progression in the subsequent semester, and consequently the sequentially courses. All students who wish to enroll in subsequent courses while an incomplete is outstanding must petition the MSN Advisory Committee for permission to do so.

Withdrawal and Refund Policy:

- Students should be aware that withdrawal from a course will affect the student’s credit hours for the semester, and may affect financial aid eligibility and/or financial aid awards.
- No refunds will be processed without written notification to the MSN Chair or Director within the timelines listed below.
- Full refund is provided if students withdraw before day the class in which enrolled.
- If students withdraw after the first day of class but prior to the second class, a 50% refund is provided
- After the second class period, no refunds will be given.
- On the last day of class students may not withdraw from a course. No refund will be given and the grade that will appear on the student’s transcript will be the grade the student earned in the course.
- It is strongly recommended that students consult with the Student Service Center prior to dropping a course. Financial aid eligibility and/or financial aid awards will likely be affected.
- Leaving the program requires an OFFICIAL withdrawal process.
 - Contact the School of Nursing or the MSN Chairperson so proper paperwork can be completed.
 - Financial aid eligibility and/or financial aid awards will possibly be affected.
 - Tuition costs apply according to the refund policy.
 - Fees are not refunded.
 - Transcripts will NOT be released if a balance is due.
 - Students who wish to reenter the MSN program at a later date must reapply for admission. Contact the School of Nursing office for instructions regarding the readmission process.

Readmission:

Students who, for a valid and unanticipated reason, are forced to interrupt their coursework have two years to reapply for readmission to the program. Depending on their circumstances, readmitted students may be required to retake the entry tests and repeat some coursework. All readmission requests will be reviewed by the MSN Advisory Committee.

Curriculum for Nurse Educator:

Fall

NU 500: Ethics and Advocacy
NU 515: Nursing and Interdisciplinary Theory
NU 540: Knowledge and Resource Management
NU 560: Research Methods

Spring

NU 505: Advanced Topics: Evidence-Based Practice

NU 510: Advanced Topics: Diverse Populations

NU 520: Advanced Professional Role

NU 535: Curriculum, Pedagogy, and Evaluation

NU 555: Educator Responsibilities and Roles

Summer

NU 525: Project Seminar

Fall

NU 575: Educator Residency

NU 590: Advanced Nursing Project

Curriculum for Clinical Nurse Leader:

Fall

NU 500: Ethics and Advocacy

NU 515: Nursing and Interdisciplinary Theory

NU 540: Knowledge and Resource Management

NU 560: Research Methods

Spring

NU 505: Advanced Topics: Evidence-Based Practice

NU 510: Advanced Topics: Diverse Populations

NU 520: Advanced Professional Role

NU 530: Health Care Policy and Economics

NU 550: CNL: Outcomes and Care Management

Summer

NU 525: Project Seminar

Fall

NU 570: CNL Residency

NU 590: Advanced Nursing Project

MSN Courses (NU) (Credits)

500. Ethics and Advocacy (3)

This course builds on undergraduate interdisciplinary ethical content with application to the health care context. The emphasis will be on social justice and policy, nursing leadership and practice dilemmas, patient advocacy, and complex decision-making. At a graduate level, the student will evaluate ethical decision-making frameworks that promote patient advocacy and complete a case study analysis project. Re-requisites: Graduate standing or consent.

505. Advanced Topics: Evidence-Based Practice (2)

Exploration, integration, and application of skills needed to implement evidence-based practice will form the basis of this course. Students will develop skill analyzing clinical research findings including evidence from systematic reviews, meta-analyses or evidence obtained from randomized controlled trials, well-designed case control and cohort studies, and systematic reviews of descriptive and qualitative studies. Expert use of information technology and search strategies will empower students to answer appropriate clinical questions. Students will formulate a project for clinical or educational change based on best evidence. Pre-requisites: NU 560 or consent.

510. Advanced Topics: Diverse Populations (2)

Working with diverse populations to mobilize change in the health care environment will be the focus of this course. Diverse populations and global issues in nursing and health care will be examined in relation to health promotion and health practices that have informed nursing practice. Pre-requisites: Graduate standing or consent.

515. Nursing and Interdisciplinary Theory (3)

Classic nursing and interdisciplinary theorists' work are explored to inform and guide practice, education and research in graduate nursing roles. Examination of theories will focus on basic elements, interrelationships among major concepts as well as internal and external analysis of each model. The course focus is on survey exploration of theories from nursing, business, and social sciences critical to advancing knowledge and practice. Students will compare theoretical perspectives from at least two disciplines and reflect on how these guide change in nursing, leadership, and health care. Pre-requisites: Graduate standing or consent.

520. Advanced Professional Role (4)

This course examines master's level nursing roles and the effective use of self in complex patient care and educational settings. Exploration of the literature concerning advanced practice nursing roles will form the basis for individualized role development. Skills and knowledge that improve care integration and decision-making involving selected populations will be targeted. Students will design a personal professional development plan for the application of evidence-based practice, leadership skill development, and resource analysis focused on clarifying the postgraduate role of the nurse. Ongoing evaluation and modification of the clinical nurse leader (CNL) and educator role implementation will aid students in advanced practice role development. *This course includes a*

clinical practicum of a minimum of 50 hours based on student's learning goals in area of concentration. Prerequisites: NU515, NU560.

525. Project Seminar (2)

This course provides the graduate nursing student with the necessary skills and practice opportunities to prepare an advanced nursing project in education or clinical leadership, which is to be implemented during the next semester. Students will identify a clinical leadership or education project topic and gain faculty approval to proceed. During the seminar, students will develop a mission, vision, goals, and objectives for the project. Planning will include development of a workable schedule for the project based on a work breakdown structure, analysis of the proposed project setting, and determination of outcome criteria. Students will present their projects to the class for analysis and collaborative support. Learning goals will be set for the clinical portion of the course to lay the groundwork for project design and implementation. Students will explore methods to maintain control over the project by managing resources effectively. *Includes a clinical practicum of 50 hours based on students' learning goals in the area of concentration.* Prerequisites: NU505 and NU550 or NU555.

530. Health Care Policy and Economics (3)

An overview of U.S. Health care policy and finance issues will be explored. Health care policy initiatives affecting nursing practice, patient outcomes and the care environment will be analyzed with particular attention to forces affecting costs, access to care, and social impact. Trends in economic management of health care costs will be explored. A position paper with documentation from evidence-based literature will be developed to support a concept or to influence change within the care environment. Pre-requisites: Graduate standing or consent.

535. Curriculum, Pedagogy, and Evaluation (3)

This course explores the foundations for course development, instructional design, learning style assessment, and the evaluation of learning outcomes in the field of nursing. The links between education and health care will be explored, with an emphasis on learning and change that target enhanced clinical outcomes and care environment management. Teaching methods, philosophies of education and learning, and tools for promoting communication, ethical issues in student practice, and the role of higher education in nursing will be concepts examined in this course. Pre-requisites: Graduate standing or consent.

540. Knowledge and Resource Management (3)

This course provides an in depth exploration of the use of computer applications and information systems as integral resources in the design and implementation of health care systems and health care education. In addition, the use of Internet resources, web-based education designs, wireless, and hand-held computers to support health care education and evidence-based clinical practice will be explored. Essential concepts include information security and confidentiality, system integration, the electronic health record, regulatory and accreditation issues. The application of informatics in budget analysis, risk evaluation and reduction, quality improvement, and effective use of human resources will be emphasized. Pre-requisites: Graduate standing or consent.

550. Clinical Nurse Leadership: Clinical Outcomes and Care Management (3)

Building on baccalaureate level nursing skills and foundational pathophysiology, pharmacology, and health assessment, the focus of this course is on integrative care approaches that improve health through graduate-level nursing and collaborative planning to design systems that promote positive health outcomes. Health promotion, disease reduction, and/or prevention as health-oriented strategies will be applied to patient care. Students will develop an outcome-focused model that relates to a graduate-level clinical practice area and that will also inform the terminal project and residency. Pre-requisites: NU500, NU515, NU520, NU540, NU560.

555. Educator Responsibilities and Roles (3)

Students will explore graduate responsibilities and roles in a variety of venues, including traditional higher education and health care settings. An analysis of the integration of evidence-based teaching strategies and evidence-based patient issues in a selected clinical area will be completed within this course. Strategies for building a personal philosophy of teaching and planned growth in an educator role will be identified. A dossier or curriculum vitae will be refined in preparation for assuming an educator position. Managing and integrating clinical and classroom environmental strategies to promote learning in the nursing field will be emphasized. Ethical responsibilities and legal issues related to educator role will be explored. Pre-requisites: NU500, NU515, NU520, NU540, NU560.

560. Research Methods (3)

Building upon undergraduate research methods and advanced statistics, this course will emphasize biostatistics and epidemiological data used to measure and improve clinical outcomes in health care. Research studies representing a variety of designs will be examined for applicability to improve nursing practice and clinical outcomes. Students will analyze research applications to improve nursing practice and will develop an integrated review and analysis of the research literature on a topic identified collaboratively with the faculty member. Pre-requisites: Graduate standing or consent.

570. CNL Residency (6)

The residency is the culminating application of the role of the CNL, including implementation of the advanced nursing project. Under faculty supervision, students will design a collaborative residency with clinical preceptors focusing on refinement of nursing leadership skills and management of clinical outcomes in the care environment. The complexities of clinical nursing leadership in interdisciplinary clinical applications will be discussed in weekly meetings. Students will apply evidenced-based practice including risk management, interdisciplinary collaboration for the promotion of patient outcomes and the integration of informatics to advance decision-making. Advocacy, health care resources, and organizational issues will be intentionally evaluated. Students will develop a written analysis of personal leadership skill development and reflection of the impact of CNL change within the care environment. *The CNL residency will require a minimum of 300 clinical hours over a 10- week period.* Pre-requisite: NU525.

575. Educator Residency (6)

This residency is the culminating experience in the educator role. Design and implementation of a comprehensive teaching project will be completed under the direction of an experienced faculty member. Analysis of learning environments, application of problem-based approaches, utilization of informatics and other health care technologies will be included in this course. Students will deliver a

comprehensive, peer-reviewed educational program including a written reflective analysis of outcomes effectiveness. *The educator residency will require a minimum of 300 hours over a 10-15 week period with a practicing faculty mentor.* Pre-requisite: NU525.

590. Advanced Nursing Project (4)

The terminal project will be a synthesis of master's learning experiences directed at the integration of concepts fundamental to nursing leadership and education. Students implement the approved advanced nursing project involving a validated problem within a complex system in collaboration with faculty, educators, and clinical leaders. An extensive review of the literature that guides and clarifies multiple approaches to problem resolution will be used to support project design analysis, implementation, and evaluation of outcomes. This final project will enable the student to act as an effective change agent and will result in a final paper or business plan that is peer-reviewed and is of sufficient rigor to be replicated and/or published in the professional literature. This project will be the final entry into the student's portfolio and will be submitted to the graduate advisor to meet course/graduation requirement. Pre-requisite: NU525.

PACE, Professional Adult Comprehensive Education

www.millikin.edu/pace

Angela M. Ambers-Henderson, Director 217-420-6773

Mission

The Professional Adult Comprehensive Education (PACE) program delivers on the Millikin promise of education by preparing adult students for professional success, democratic citizenship in a global environment, and a personal life of meaning and value.

Purpose

PACE provides degree completion programs in an accelerated format designed to meet the needs of the adult learner.

Students develop skills in:

- Communication
- Critical Thinking
- Quantitative Reasoning
- Interpersonal Relationships
- Moral and Ethical Reasoning

Majors

The following Millikin University majors, leading to a Bachelor of Science degree, are available through PACE in an evening/accelerated format:

- Accounting
- Criminal Justice
- Early Childhood Education
- Elementary Education
- Nursing (RN-BSN)
- Organizational Leadership

Certification only for individuals with baccalaureate degrees is also available in:

- Early Childhood Education
- Elementary Education
- Secondary Education (requires a bachelors degree in art, biology, chemistry, English, history, mathematics, or physical education)

Program Structure/Format

Most PACE courses are delivered in an accelerated format, typically lasting five to ten weeks (depending on the major and course) for a three credit hour course. Fewer weeks are generally required for 1 or 2 credit hour courses and more weeks for 4 credit hour courses. Classes in the major generally meet only one night per week from 6:00 P.M.-10:00 P.M. Accounting meets two nights per week. Once admitted into the PACE program, a student will begin the courses that are required of all Millikin University students in order to graduate (University Studies Requirements and Electives). Once the University Studies Requirements are complete, students in the Accounting, Education, and Nursing programs will be placed in a cohort of approximately 12-25 students where the course in the major are offered sequentially for the cohort. Students generally enroll in one course at a time while completing the required courses in their major. The PACE academic year consists of two semesters: Fall, July-December and Spring, January-June. Students may start in any 5 week session throughout the year. Students in PACE are considered full-time students if they enroll in and successfully complete a minimum of 12-15 credit hours in each semester.

In accelerated programs, the first assignment is usually prepared prior to the first night of class and is due at the first class meeting. The final assignment may be due one week after the last night of class. Consequently, students should expect some overlap in coursework as one class ends and another begins. Students are expected to devote an estimated 15-20 hours per week to outside work per 3 credit hour course.

Since adult learners frequently bring career and work experience to the classroom, PACE courses often offer opportunities for students to make connections from case studies, assignments, and projects to their particular place of employment or chosen field.

Degree Requirements

To earn a Bachelor of Science degree, students must complete the required courses for the major, University Studies Requirements and additional credit hours to reach the requisite credit total for the specific major. A minimum of 33 credit hours must be successfully completed at Millikin University. A minimum number of credit hours in the major must be successfully completed at Millikin University, as described by each of the majors. Thirty-nine credit hours from all work successfully completed must be at the upper division level (numbered 300 or above).

Students may earn credits toward the required total in a number of ways including:

- PACE accelerated courses in the major
- Accelerated University Requirements/Elective Courses
- Millikin University traditional courses
- Millikin University Immersion courses
- Courses transferred from other accredited institutions with a grade of C- or higher
- Credits earned by proficiency exams (see below)

A maximum of 30 semester credit hours from non-classroom experiences through a combination of nationally recognized exams and proficiency examinations may be applied toward the degree.

Earning Credits by Exam

PACE students may earn credits toward their degree by earning satisfactory scores on nationally recognized exams including:

- College Level Examination Program (CLEP)*
- Advanced Placement (AP)*
- DANTES Subject Standardized Tests (DSST)
- Millikin University Internal Proficiency Exams
- National League for Nursing Exams

*Go to <http://www.millikin.edu/registrar> and click on “placement testing guide” for specific AP and CLEP exams that will be accepted. For more information regarding the other exams consult with PACE staff and/or the Registrar.

Transferring Credit

Students in the PACE program may continue to transfer credit to Millikin from accredited institutions until graduation.

Admissions Requirements

For admission into the Millikin University PACE program, students must meet the following criteria:

- Have earned at least 45 transferable semester credits with a minimum GPA of 2.0 *
- Be 24 years of age or older *
- Have 3 years work experience *
- Bachelor of Science in Nursing applicants must be Registered Nurses.

*Applicants may petition for a waiver of one of the admission criteria if they do not meet all of these requirements. Consideration will be given on a case-by-case basis.

Admission Process

Individuals interested in being considered for admission, should submit the following:

- PACE Application form and \$25.00 application fee (Note: the application fee will be waived if completed and submitted on-line)
- Two completed reference forms
- A writing sample which explains why the applicant are interested in the PACE Program. This writing sample will be used to validate writing competency and must be completed by the applicant only.
- Official transcripts from all previously attended post secondary institutions
- Official high school transcript or GED
- University health forms (must be completed by end of 1st term at Millikin)
Go to www.millikin.edu/health/forms (health report)

Conditional Admittance

Conditional admittance within PACE allows students with fewer than 45 credit hours, without the necessary course pre-requisites required by a major, or without the required minimum cumulative grade point average, to enter the PACE program. To be conditionally admitted an applicant must be approved by the Director of PACE. Upon being conditionally admitted an academic advisor will work with the student to schedule courses that will meet the prerequisites for the major and/or give the student an opportunity to improve their cumulative grade point average. Specific University Studies Requirements and Elective courses are required to be completed during the conditional admittance period.

Registration Deposit

Once accepted into the PACE program, the applicant is required to pay a deposit of \$150. The deposit covers matriculation costs and reserves a place for the student. The full deposit will be credited to the first semester’s tuition costs. The deposit is non-refundable and is NOT transferable to another start date. Registration will close two weeks prior to the start of classes.

Costs

The tuition cost for PACE courses is \$380 per semester credit hour. Each student will be charged \$125 per semester for materials/technology fees. All PACE students will be charged \$50.00 in their initial semester for the technology literacy assessment (CAT1) and a \$50.00 graduation fee in their final semester. In addition, necessary university fees may apply to each student and/or specific courses. The costs for books and supplies for each course are an additional expense.

Financial Aid

PACE students are eligible to apply for state and federal financial assistance including grants, student loans and/or external scholarships. Eligibility is based in part on the total number of semester credits of enrollment each semester. To be eligible for full-time award payments from the Federal Pell Grant, a student must be enrolled in 12 semester hours. For full-time payment for the State of Illinois Map Grant, a student must be enrolled in 15 semester hours. The awards are adjusted for enrollment less than the 12 or 15 hours, but to receive federal aid, the student must be enrolled at least “half-time” or six credit hours per semester.

PACE Academic Policies

CAT1

All PACE students are required to complete an online technology tutorial and assessment program. This self-paced program, Computer Assessment and Training (CAT1), addresses skills and competencies in six areas: operating common technology devices; performing basic file management tasks; trouble shooting routine hardware and software problems; using word processing, spreadsheet, utility, and presentation software; using technology to communicate via email and discussion groups; and using technology to locate information. Students are provided with a password that permits them to access the CAT1 site from any computer connected to the internet. The CAT1 assessment is to be completed within the first eight weeks in PACE. The cost of CAT1 is \$50.00, which will be charged to a student's Millikin University account in conjunction with the first semester registration.

Incompletes

Incompletes will not be granted in the PACE program, except for serious illness, death of an immediate family member, or other serious factors beyond the student's control, as determined by the instructor. Incompletes will not be granted simply to give students additional time to complete course work.

Attendance

Any absence will likely have a negative impact on the student's participation and grade in the course. Students who miss more than 25% of the scheduled contact hours of a PACE course will be notified they should drop the course or they may be assigned a failing grade for the course.* It is the student's responsibility to contact the PACE office and complete the necessary paperwork. A student who officially drops from a course prior to the last day of class will receive the grade of 'W' on their transcript. Students who fail to officially drop will receive a grade of an 'F' on their transcript.

***Examples:**

25% of a 10 week course (3 credit hours) with 40 scheduled contact hours is 10 hours.

25% of an 8 week course (3 credit hours) with 32 scheduled contact hours is 8 hours.

25% of a 7 week course (3 credit hours) with 28 scheduled contact hours is 7 hours.

25% of a 5-week course (3 credit hours) with 20 scheduled contact hours is 5 hours.

25% of a 4-week course (2 credit hours) with 16 scheduled contact hours is 4 hours.

Any portion of a missed class (coming in late, leaving early, or taking excessive breaks) may be counted toward total absences.

The instructor may set additional requirements for a course but will not modify the minimum PACE program attendance policies. Accepting makeup work, late, or missing assignments is at the discretion of the instructor, as established in the requirements for each course. The instructor's willingness to accept makeup, late, or missing work will apply only to the student's recorded grade in the regularly scheduled course. Acceptance of makeup, late, or missing work will NOT allow the student to complete the course beyond scheduled course dates.

Drop/Add

Each student is enrolled for courses on a semester basis. The student arranges registration and enrollment for each course with their academic advisor. The student is financially responsible for all courses that he or she is enrolled in for each semester. It is the student's responsibility to know which courses he or she is enrolled in each semester. Students may access their account and schedule through MU Online. Students who wish to drop or add a course after the semester's registration process is complete must notify their advisor in writing or by completing an official Drop/Add Form. Notification will be considered official on the date the written notification is received by the PACE office. Billing will be adjusted according to drop/adds.

Any course that the student drops or withdraws from will be reflected on the student's transcript and account as described in the Refund Policy section. Students should be aware that dropping a course will affect the student's total credit hours for the semester and may affect financial aid eligibility and/or financial aid awards.

Credit Hour Limitation

All PACE students may register for up to 18 credit hours per academic semester. A student may take more than 18 credit hours in an academic term ONLY if approved by the appropriate faculty coordinator AND the Director of the PACE program. Requests to take more than 18 credit hours per academic semester will be approved only in extraordinary circumstances.

Withdrawing from a Course

Students may withdraw/drop from a course prior to the last day of the course (NOT on the day of the final class) and receive a grade of 'W' on their transcript for the course. Students who wish to withdraw from a course must notify their advisor in writing or by completing an official Drop/Add form.

Example: If the last day of the course is on Thursday from 6:00-10:00 P.M., students MUST contact the PACE office during regular business hours on Wednesday or before.

Students should be aware that withdrawing from a course will affect the student's total credit hours for the semester and may affect financial aid eligibility and/or financial aid awards. However, withdrawing will not affect the student's financial obligation to Millikin University.

Withdrawing from the PACE Program/Readmission

Leaving the PACE program requires the student to complete the **OFFICIAL** withdrawal process.

- Contact the PACE department so the proper documentation can be completed, including an exit interview.
-

- Financial aid eligibility and/or financial aid awards will likely be affected.
- Tuition costs apply according to the refund policy.
- Fees are nonrefundable.
- Transcripts will NOT be released if a balance is owed.

Students who wish to re-enter the PACE program at a later date must reapply for admission. Contact the PACE office for instructions regarding the readmissions process.

Academic Status for PACE

Millikin promotes excellence in every aspect of the University experience. To ensure academic excellence, the University has set minimum standards regarding grade point average for progression toward graduation. A degree-seeking student at Millikin is considered to be in good academic standing and making satisfactory progress towards a degree if the student maintains a 2.0 minimum overall grade point average and maintains a 2.0 grade point average for all work attempted at Millikin. **Note: some majors within the PACE program require higher overall grade point averages to continue and/or to graduate.

Academic Probation

The first time a PACE student fails to achieve a semester grade point average of 2.0, the student will be placed on academic probation for the following semester.

Academic Suspension

After one semester on academic probation, if the Millikin overall grade point average has not reached 2.0, the student may be suspended. Suspended students will not be allowed to petition to return to the PACE program until a semester of suspension is completed.

Reinstatement following Suspension

A suspended student may present a written petition for reinstatement for a subsequent semester to the Council on Student and Academic Standards through the University Registrar. Students are responsible for explaining in their petition why their ability to meet academic requirements has improved. Petitioning the Council does not assure reinstatement. Exceptions to the semester suspension will be made only in extraordinary cases.

Readmission to PACE does not imply automatic readmission into a specific PACE major or to the student's original cohort. Students may be required to improve their Millikin University overall grade point average prior to being allowed to enroll in courses in the major. The Director of PACE, in consultation with the faculty advisor, will determine readmission to the major.

Refund Policy

The refund policy for dropping a course is as follows:

- Prior to the first day of class – 100% refund and the course will not appear on the student's transcript.
- On the first day of class and prior to the second day of class – 50% refund and the course will appear on the student's transcript with the grade of "W".
- On or after the second day of class and prior to the last day of class – NO refund and the course will appear on the student's transcript with the grade "W".
- Students are NOT permitted to withdraw from a course on or after the last day of class. The course will remain on the student's transcript. The student will receive the grade that is earned. Students who stop attending class and fail to withdraw in a timely fashion will receive a "F" for the course.

It is strongly recommended that students consult with the Student Service Center (424-6317) prior to dropping a course. Financial aid eligibility and/or financial aid awards may be affected.

Petition to Participate in Graduation Policy

The student must have the graduation petition approved by his/her advisor, academic Dean, and the Registrar. PACE students who wish to participate in the December Commencement, must have all degree work completed by the end of the PACE Fall term. PACE students who wish to participate in the May Commencement must have all work completed by the end of the PACE Spring term. This form is available in the Registrar's Office or on-line.

Majors Available in the PACE Format

The courses identified below for each of the majors offered in the PACE format are required for completion of the respective degree program. However, all of the courses may not be offered every semester. Students must meet with their academic advisor to plan their course schedule carefully. In particular, students who need to complete requirements on a time frame other than that of the PACE schedule may need to explore options outside of the PACE schedule. Additional course descriptions can be found within the specific departmental sections of the University Bulletin.

Bachelor of Science in Accounting

Millikin's Evening Accounting Program offers eligible candidates the opportunity to complete a Bachelor of Science Degree taught by the Tabor School of Business (TSB) faculty and administered through the PACE program. The Evening Accounting Program is offered on a ten (10) week, year-round, format. All TSB programs are accredited by the Association of Collegiate Business Schools and Programs. Each course meets one night each week for ten (10) weeks. Students are encouraged to take no more than two courses (six credit hours) each ten week period; classes meet four (4) hours each evening with time allowed for breaks at appropriate times. A minimum 2.5 cumulative GPA is required for admission into the program and for graduation. General admission requirements are the same as those for the PACE Program. Students may be admitted to the PACE program as a pre-accounting major if he/she has not completed all pre-requisite courses for entry into the program.

This program does not operate on the cohort system. Students enter and graduate based on credit hours earned. Candidates should: contact the PACE Office at Millikin University for a packet of materials which will outline the admission process; submit copies of all transcripts to the PACE office for evaluation; complete admission documents with the assistance of the PACE staff and then schedule a meeting with the Faculty Coordinator – Evening Accounting Program to plan a course schedule.

The 124 semester credit hours required for the Bachelor of Science degree in Accounting are made up of University Studies (34-43), Non-Business Electives (13-25), Free Electives (3), Tabor School of Business Core (44), (see appropriate sections of the bulletin), and Accounting Major requirements (see listing below).

Major course requirements (21) credits

AC 250 Intermediate Accounting I (3)
AC 301 Intermediate Accounting II (3)
AC 312 Intermediate Accounting III (3)
AC 331 Federal Income Taxation (3)
AC 413 Advanced Accounting (3)
AC 422 Auditing Principles (3)
AC 444 Accounting Seminar (3)
AC 311 Management Accounting (3) is taught as part of the Business Core for Accounting Majors in place of AC 240 Principles of Management Accounting.

Bachelor of Science in Criminal Justice

The Criminal Justice degree is a major offered through the PACE accelerated format designed for the working professional. Because of its nature, the major is beneficial within many criminal justice, policing, security, and correctional types of industries. Program administration is housed in the Professional Adult Comprehensive Education (PACE) office.

Students completing the Bachelor of Science degree in Criminal Justice through the PACE program who have not completed a previous bachelors or associates degree must complete university and degree requirements typically completed during the freshman and sophomore years. University and degree requirements typically completed during the freshman and sophomore years are usually not part of the schedule but may be offered in an accelerated format through the PACE program. All students must also meet the upper division requirements, including: 1) pre-major course requirements 2) professional major course requirements, 3) University Studies Requirements and 4) elective course requirements.

University Requirements

1. University Studies Requirements
2. Pre-Major Requirements
3. Criminal Justice Requirements
4. Electives/CLEP

1) University Studies Requirements (37-39 credits)

IN 150 CWRR I (Comp I) (3)
IN 151 CWRR II (Comp II) (3)
Quantitative Reasoning (3)
Communication (3)
Interpersonal Communications (3)
U.S. Studies I (3)
U.S. Studies II (3)
Global Issues (3)
International Cultures & Structures (3-4)
International Cultures & Structures (3-4)
Fine Art (3)
Natural Science (4) with lab

2) Pre-Major Requirements (15 credits)

CO 242 Business and Professional Communication (3)
SO 100 Introduction to Sociology (3)
PO 105 The American Political System (3)
PO 235 Introduction to the Criminal Justice System / CJ 235 Introduction to the Criminal Justice System (3)
PO 240 State and Local Government (3)

3) Criminal Justice Major Requirements (48 credits)

CJ 300 Introduction to Criminal Law (3)
CJ 310 Criminal Procedure (3)
CJ 320 The Law of Evidence (3)
CJ 330 Ethics and the Criminal Justice System (3)
PO 330 Constitutional Law (3)
PO 334 Civil Liberties and the Constitution (3)
CJ 340 Criminal Investigations (3)
CJ 350 Forensics(3)
SO 361 Criminology (3)
CJ 370 Criminal Justice Research and Analysis (3)
CJ 400 The Juvenile Justice System (3)
CJ 410 The Correctional Process (3)

CJ 420 Victims in Society (3)
 CJ 430 Human Diversity and the Criminal Justice System (3)
 CJ 440 Special Topics in Criminal Justice (3)
 CJ 450 Capstone in Criminal Justice (3)

4) Electives / CLEP (21-24 credits)

A minimum of twenty-four credit hours of the major course requirements must be completed at Millikin University. Pre-requisites may need to be satisfied before the student is eligible to take required courses.

Mission of the Criminal Justice Program

The mission of the PACE Criminal Justice Program is to integrate theory and practice in order to foster a comprehensive understanding of the nature of crime, criminals, and criminal law; the goals, organizations, occupations, and rules that make up the criminal justice system; and the methods of learning that are utilized by scholars of crime and criminal justice. This program is designed to give students the knowledge and skills to succeed in criminal justice and related fields. The curriculum integrates theory and research with practical up-to-date knowledge and skill from the field. This system-wide perspective in criminal justice prevents the program from becoming too narrowly focused in any one field and prepares graduates for leadership in multiple areas. The curriculum allows for the development of the individual along with sound philosophical insights for understanding society and the ideals of the United States system of justice. The structure of the program is guided by six competency-based outcomes: critical analysis, disciplinary knowledge, effective communication, understanding human and cultural diversity, problem solving, and technological literacy. The PACE Criminal Justice Program enables students to learn how various academic disciplines approach the study of crime and criminal justice and to understand the kinds of questions and problems that shape developments in research, practice, and reform. The curriculum offers the opportunity for professional and educational growth to practicing criminal justice professionals as well as fosters life long learning in the United States legal system.

Program Goals and Student Learning Outcomes

Consistent with the Mission of Millikin University a Criminal Justice graduate will be prepared for:

I. Professional success as evidenced by:

- Demonstrating a thorough understanding of the functions and roles of all major aspects of the United States criminal justice system in society;
- Examining the historical perspective of the principles, theories, and problems inherent in each component of the United States criminal justice system (law enforcement, courts, corrections);
- Explaining the history, evolution, nature, and dynamics of the Juvenile Justice System;
- Differentiating the adult criminal justice system from the juvenile justice system;
- Applying state-of-the-art investigative and analytical methodologies;
- Examining the historical development and the current and future trends of correctional institutions;
- Examining a variety of research tools used to gather empirical information on criminal justice issues.

II. Democratic citizenship in a global environment as evidence by:

- Demonstrating an understanding of the constitutional underpinnings, theory, and structure of the United States body of criminal law, procedure, and the rules of evidence;
- Interpreting the constitutional constraints under which police and prosecutors must operate in a free society, and the reasoning behind these constraints.

III. A personal life of meaning and value as evidenced by:

- Identifying and analyzing the ethical issues that arise in each component of the criminal justice system;
- Explaining the legal, social, psychological and economic perspectives, approaches and consequences of victimization from an individual, institutional, and legal point of view;
- Explaining the role of punishment and the treatment and rehabilitation of offenders;
- Analyzing the impact of race, ethnicity, and/or gender on the commission of criminal offenses, the likelihood of criminal victimization, and the treatment of criminal offenders.

Graduation Requirements for Criminal Justice

To graduate with a Bachelor of Science Degree in Criminal Justice students must meet the following graduation requirements:

- Minimum of 124 credit hours including all University Studies Requirements (Sequential and Non-Sequential), Electives, pre-major, and major requirements as previously outlined.
- A minimum cumulative grade point average of 2.25 in courses in the Criminal Justice major and a minimum overall grade point average of 2.25 are required.

Criminal Justice Courses (CJ) (Credits)

PO235/CJ 235. Introduction to the Criminal Justice System (3) This course will provide an overview of the stages, processes, institutions, issues, and actors comprising the three major components of the criminal justice system in the United States, that of law enforcement, the courts (the judiciary), and corrections. The course is organized sequentially as an accused might pass through the criminal justice system. Students will become familiar with criminal justice terminology, basic legal definitions and concepts. This course is designed not only to introduce students to the basic structure and function of the criminal justice system but to analyze the implicit assumptions underlying our conceptions of crime and justice (i.e., what defines a crime and what is the appropriate response from our government), current critical issues (i.e. racism, rights of the accused, death penalty) and policy dilemmas (i.e. influence of the Supreme Court, war on drugs, terrorism, crime prevention). Students will have the opportunity to evaluate personal attitudes and values regarding crime and responses to crime. Additionally, this course is designed to expose students to ongoing problems, new developments, and major issues that are facing criminal justice professionals.

300. Introduction to Criminal Law (3) This course involves an in depth introduction to the general part of substantive criminal law. Students will become familiar with the major principles of substantive criminal law, including their evolution, the rationale behind them, and the policies they are meant to promote. Students will learn the sources and purposes of criminal law as well as Constitutional and other limitations on criminal law. Students will explore the general requirements for criminal culpability as well as the elements of crimes in common law and under modern penal codes, and the available defenses. The role of both trial and appellate courts in interpreting criminal laws will be explored. Students also will gain an understanding of the difference between and inter-relationship among, constitutional law, statutory law, and case law in the American legal system.

310. Criminal Procedure (3) The course will examine the framework of criminal procedural law that defines the treatment accorded individuals who are stopped, searched, arrested and interrogated by the police; and defendants who are charged, convicted and sentenced. This course covers the formal pre-trial and trial processes, including the right of counsel (and the concomitant right to "effective assistance" of counsel), prosecutorial charging criteria and discretion, grand juries, bail, speedy trial, discovery, plea bargaining, trial by jury, double jeopardy, joinder and severance, discovery, the right to jury trial, sentencing, and appellate review. Students will study how criminal procedural laws are defined by the legislatures, interpreted and refined by the courts and executed by the police and the prosecutors as well as how these laws must strike a balance between the need of society to protect itself against offenders and the need of individual citizens to be protected from arbitrary and capricious laws and officials. This course will trace the development of criminal procedure in the United States including recent court and legislative decisions. Prerequisite: CJ 300 Criminal Law

320. The Law of Evidence (3) This survey course focuses on the Federal Rules of Evidence (and in some instances, the Illinois Evidence Code), related case law, and those constitutional concepts that limit proof at criminal trials. Students will explore the origin, development, philosophy and constitutional basis of the rules of evidence used in criminal proceedings in the United States. Students will become familiar with the features of evidentiary procedures, such as real and physical evidence, relevance, burdens of proof, presumptions, stipulations, competency, privileges, cross-examination, hearsay and its exceptions, and expert opinion testimony. Prerequisites: CJ 300 Criminal Law and CJ 310 Criminal Procedure

330. Ethics and The Criminal Justice System (3) This course examines the ethical issues relevant to the administration of criminal justice. This course will present an introduction to the ethical issues arising in the law, to the methodology by which ethical deliberations are resolved, and to the personal-societal implications of ethical decision making. Students will explore the origins of ethical standards, the effect of these standards on the administration of justice, and issues of ethical leadership will be addressed. The course will examine and challenge the conflict between professional standards of behavior and the acceptable norms within an organization. Students will apply principles of ethical analysis to current criminal justice problems and practices. Prerequisites: CJ 300 Criminal Law and CJ 310 Criminal Procedure

340. Criminal Investigations (3) This course is designed to introduce the student to the unique aspects of criminal investigation, as distinguished from other areas of police service. Students will explore investigative theory, the collection and preservation of evidence, sources of information, concepts of interviewing and interrogation, the use of forensic sciences, and trial preparation. Emphasis will be placed on investigative techniques employed, identification of motives and modus operandi, and the use of informants. Gathering information through interviews and interrogation as well as the legal aspects of crime solving will be integral parts of the focus of the course. The course also examines concepts and methods of investigation of specific forms of crime (For example, homicide, rape, and robbery). Prerequisites: CJ 300 Criminal Law and CJ 310 Criminal Procedure

350. Forensics (3) This course provides students with a basic understanding of the nature of physical evidence and its role in the criminal justice system. Students will explore basic scientific and legal principles involved with the identification, collection, preservation and analysis of forensic evidence. Students will be exposed to specific items of physical evidence including their components, manufacture, methods of analysis, and value in case work. Students will engage in the application of scientific methods in an effort to successfully resolve various criminal justice problems. Prerequisites: CJ 300 Criminal Law, CJ 310 Criminal Procedure, CJ 340 Criminal Investigations or approval of the faculty coordinator

370. Criminal Justice Research and Analysis (3) This course provides an overview of social science research methods, applied statistical techniques, and statistical software used in the study of criminal justice. Students will engage in problem definition, proposal writing, study design, information gathering, literature reviews, data analysis and interpretation, as well as writing and presenting research on criminal justice issues. Particular attention will be given to research design, sampling techniques, interviewing, questionnaire or survey instrumentation, and observation-participation techniques. Prerequisites: CJ 300 Criminal Law and CJ 310 Criminal Procedure

400. The Juvenile Justice System (3) This course provides an introductory study of juvenile justice in the United States. Students will learn the history and philosophy of juvenile justice, and the various agencies that comprise the juvenile justice system. Students will study the laws and procedures applicable to the handling of juvenile matters as well as the philosophy of juvenile corrections. Students will compare and contrast the juvenile court adjudication and disposition with the adult trial and sentencing. The course will examine current issues involving juveniles, the needs of the criminal justice system and society, and explore theories concerning juvenile justice. Prerequisites: CJ 300 Criminal Law and CJ 310 Criminal Procedure

410. The Correctional Process (3) The focus of this course is to introduce the student of criminal justice to the American correctional process. This course analyzes the development of correctional practices in the handling of those convicted of crimes from early to modern times. Students will explore correctional institutions including the subject areas of penology, correctional science, the sociology of punishment or penal sanctions, and the study of social control. Students will come to understand exactly how correctional institutions implement the incarceration function for society, and in turn, are both shaped and shapers of culture. This course will also consist of an in-depth analysis regarding subcomponents (e.g., bail, jail, probation, different types of prisons, the death penalty, community-based programs, parole, release and reentry) of the correctional "subsystem" in criminal justice. An appreciative understanding will be sought by requiring students to think critically about life in prison, and the socio-cultural or psychological aspects of inmate "society." Prerequisites: CJ 300 Criminal Law and CJ 310 Criminal Procedure

420. Victims in Society (3) This course focuses upon crime and the justice system from the victims' perspective. Students will study and gain an understanding of the legal, social, psychological and economic perspectives, approaches and consequences of victimization from an individual, institutional, and legal point of view. The course will examine the levels, dynamics and major correlates and consequences of primary and secondary criminal victimization, and the appropriateness of a variety of formal and informal responses aimed at preventing and/or remedying them. Emphasis throughout the course will be upon developing students' skill at systematically clarifying the definition of those problems and proposed or existing responses, as well as understanding and applying criteria and methods by which alternative responses might be evaluated. Prerequisites: CJ 300 Criminal Law and CJ 310 Criminal Procedure

430. Human Diversity and The Criminal Justice System (3) This course will sensitize and educate students to issues of diversity in the criminal justice system. Students will explore the cross-cultural contact that criminal justice professionals have with citizens, victims, suspects, and co-workers, and the influence of culture, socio-economic status, race and gender in the criminal justice field. Prerequisites: CJ 300 Criminal Law and CJ 310 Criminal Procedure

440. Special Topics in Criminal Justice (3) The focus of this course is to introduce the student of criminal justice to various topics, issues, and sub-fields within the substantive field of criminal justice in a seminar format. Students will read and discuss the most important current literature covering the topics and conduct research and literature review projects. The skills fostered will be critical reading and writing, research, reflection, analysis, and scientific method. The course will foster intellectual curiosity and risk taking. Examples of possible course offerings include: Comparative Criminal Justice Systems, Organized Crime, White Collar Crime, Private Security, Youth Gangs, Terrorism, Police Organization and Management, Crime Mapping, The American Criminal Jury Trial Process, Rehabilitation of the Offender, Gangs, Domestic Violence and the Criminal Justice System, Criminal Justice and the Media, Homeland Security, School Security, Spanish for Criminal Justice Professionals, and Reel Justice: Where Myth Meets Reality (an exploration of legal films). Prerequisites: CJ 300 Criminal Law and CJ 310 Criminal Procedure, CJ 370 or approval of the faculty coordinator.

450. Capstone in Criminal Justice (3)

Capstone seminar for Criminal Justice majors in their final semester. Builds on each student's knowledge of criminal justice policy, theory, and practice. Students prepare a major research paper dealing with criminal justice public policy and make a formal presentation. Seminar provides the basis for exit assessment of writing, research, and communication skills in the major. Additionally, course is designed to familiarize students with concepts relating to cultural diversity and the ethics/morality of criminal justice practitioners in the U.S. Prerequisite: All courses in the major or consent.

Early Childhood and Elementary Education Programs, BS PACE, Professional Adult Comprehensive Education

In order to provide quality education that meets the needs of adult learners, Millikin offers accelerated programs leading to teacher certification in both early childhood, Birth-Age 8, and elementary education, K-9 with middle level endorsement. The admission requirements and cost of PACE are described earlier in this Bulletin. Candidates who have not completed a bachelors or associates degree must complete the AA or AS degree as part of the 121 semester credit hours or meet university and degree requirements typically completed during the freshman and sophomore years. University and degree requirements typically completed during the freshman and sophomore years are not part of the scheduled cohort program. All candidates also meet the upper division requirements, including: 1) major and professional course requirements, 2) general education course requirements, and 3) elective course requirements.

Upper division requirements are part of the scheduled cohort program. In cohort groups of 20 to 25 students, PACE candidates complete the requirements for the B.S. degree in either early childhood or elementary education, described above, generally taking one course at a time in classes that meet one night per week from 6:00 - 10:00 p.m. PACE courses meet in an accelerated format, lasting five weeks (for a three credit-hour course). The first assignment is prepared prior to the first night of class and is due at the first class meeting. The final assignment may be due one week after the last night of class. An estimated twenty hours per week of outside course work is expected in the accelerated format. The career and work experience of PACE candidates brings an educational element to the classroom that traditional candidates usually do not offer. PACE candidates work with case studies, assignments, and projects, drawing on previous work experiences to support their study of elementary or early childhood education. The PACE structure enables a candidate to complete a minimum of nine (or more) courses per year.

In order to ensure that candidates who enroll in one of the PACE programs for education can continue through the program without delay, candidates must complete 3 of 6 credits of Math coursework above MA106 level, with a minimum grade of C in one of the courses, and pass the Basic Skills Test by the beginning of the first semester of the program as part of the admission to the School of Education criteria. Candidates who have attempted, but not passed, the Basic Skills Test by the beginning of the second semester will not be able to take Education courses numbered 300 and above until they receive a passing score on the test and meet all criteria required for admission to the School of Education.

In order to allow candidates to count previous educational experiences with young children, the School of Education provides a Verification of Field Experience Hours Form that can be used to document internship hours that the candidate wishes to transfer into the program. Should a candidate have evidence of a minimum of 60 hours of experience in working with young children within the certificate range, he/she can complete the documentation form and transfer in 40 internship hours of the required 100 hours. This evidence will require the signature(s) of individuals who can attest to the validity of the prior experiences and the number of hours completed.

Bachelor of Science in Early Childhood Education

Candidates wishing teacher certification in Early Childhood Education (Illinois type 04, 0-grade 3) should have (1) a broad background in early childhood education, (2) methods classes offering instruction and assessment strategies for teaching young children, (3) other professional education classes providing theory and experiences concerning school, teachers, and learning, and (4) an understanding of the needs of young children with special needs. The courses needed to gain this preparation are listed below for early childhood education candidates. The list includes courses required by Millikin Program of Student Learning (MPSL) University Studies, by the School of Education, and by the College of Arts and Sciences. Candidates completing this program will receive certification in Early Childhood Education with a Special Education Approval Area in Early Childhood.

1.) Sequential General Education/University Studies Requirements (15 Total Semester Credit Hours)

IN140, University Seminar (3)
 IN150, CWRR1 or English Composition I (3) with a grade of C or above
 IN151, CWRR2 or English Composition II (3) with a grade of C or above
 IN 250, U.S. Studies (HI203 or HI204) (3)
 IN 251, U.S. Studies (3)
 IN350, Global Issues (3)

2.) Non-Sequential General Education/University Studies Requirements (36-39 Total Semester Credit Hours)

Quantitative Reasoning (must have MA prefix) (3) with a grade of C or above
 Additional Math course above MA106 (3) with a grade of C or above
 Fine Arts (3)
 Literature (3)
 Oral Communication (3)
 International Cultures & Structures (8)
 Natural Science (one biological & one physical science course, including one lab) (7-8)
 Math/Science (3-4)

Note: Regarding the above course requirements: (1) students must earn C or higher in IN150 and C or higher in IN151; (2) seven hours of Math/Science and additional Math course must be from no more than two departments; and (3) the Natural Science and Math/Science requirement should include both a biological science and physical science course.

Early Childhood and Professional Education Courses

Course descriptions for the early childhood education and for professional education courses may be found in the section entitled School of Education under the College of Professional Studies.

3.) Early Childhood Education Courses (42 Total Semester Credit Hours)

Education 202, General Early Childhood Methods & Assessment (3)
 Education 204, Children's Literature (3)
 Education 232, Early Childhood Development (3)
 Education 236, Development and Acquisition of Language (3)
 Education 237, Health, Nutrition and Welfare of Young Children (3)
 Education 239, Characteristics of Young Children with Special Needs (3)
 Education 332, Teaching Language Arts and Social Studies in Early Childhood (3)
 Education 335, Child, Family and Schools (3)
 Education 336, Teaching Math and Science in Early Childhood (3)
 Education 337, Creative Arts and Movement in Early Childhood (3)
 Education 339, Methods in Early Childhood Special Education (3)
 Education 430, Leadership and Professionalism in Early Childhood Programs (3)
 Education 435, Reading Methods in Early Childhood (3)
 Education 439, Assessment and Diagnosis of Children with Special Needs (3)

4.) Professional Education Courses (29 Total Semester Credit Hours)

Education 130, Introduction to Early Childhood Education (3)
 Education 170/172, Education Internship (1)
 Education 200, Human Development, Pre-K-Grade 6 (3)
 Education 205, Orientation to Unit Assessment System (1)
 Education 218, Technology for Pre-School and Elementary Classrooms (1)
 Education 310, Creating Communities of Learners (3)
 Education 320, The Exceptional Child (3)
 Education 474, Supervised Teaching (12)
 Education 488, Education Senior Seminar (2)
 Total (68)

5.) Elective Courses Requirement

Any remaining credit hour requirement may be fulfilled with elective courses.

A minimum of 24 semester credit hours within either the Early Childhood Education and/or Professional Education Courses MUST be completed at Millikin University. Not all courses are offered in the PACE format.

Students completing the Bachelor of Science degree in Early Childhood Education through the PACE program qualify to earn an Illinois early childhood teaching certificate, (Illinois type 04, birth-age 8). Students who have not completed a bachelors or associates degree must complete the AA or AS degree as part of the 121 semester credit hours or meet university and degree requirements

typically completed during the freshman and sophomore years. University and degree requirements typically completed during the freshman and sophomore years are not part of the scheduled cohort program. All students also meet the upper division requirements, including: 1) major and professional course requirements, 2) general education course requirements, and 3) elective course requirements. Upper division requirements in the major are part of the scheduled cohort program. All major and professional course requirements are listed in detail in the School of Education portion of this Bulletin, along with criteria for program admission, student teaching and entitlement for state certification.

In addition to program coursework, the PACE-ECED program includes several required internships that align with specific courses and provide opportunities to apply course concepts and strategies in actual classroom settings. These internships include approximately 30 hours per semester. While the courses themselves are offered in the accelerated evening format, the internship hours will need to be completed during the day, when area schools are in session. PACE-ECED candidates should be aware of this in advance and be prepared to make arrangements that will allow them to successfully complete these required program requirements.

During the final semester of the PACE-ECED program, each student is expected to complete a student teaching experience. This culminating program experience requires 14 weeks of student teaching in an assigned classroom, with an assigned cooperating teacher, and during the day when area schools are in session. Please be aware that each student **MUST** be able to make arrangements that allows them to successfully complete student teaching, which may entail a leave of absence from his/her current job, alternative arrangements for childcare, or other conflicts that may impact one's ability to be at the assigned student teaching placement during the required 14 weeks of student teaching. Beyond tuition, an additional student teaching fee of \$300 is charged.

Be aware that there are additional requirements beyond degree program completion for entitlement for certification - please refer to the School of Education portion of the University Bulletin for additional requirements for admission to the program, admission to student teaching, and entitlement for certification. The Bachelor of Science degree in Early Childhood Education and teacher certification is awarded by the School of Education and the College of Professional Studies. Course offerings are coordinated and administration of registration is housed in the Professional Adult Comprehensive Education (PACE) office.

In order to ensure that candidates who enroll in the PACE-ECED program can continue through the program without delay, candidates must pass the Basic Skills Test before the first semester of the program. Candidates who have attempted, but not passed, the Basic Skills Test before the first semester may petition to begin the program, with the understanding that they will not be able to take Education courses numbered 300 and above until they receive a passing score on the test. In addition, the Early Childhood Content test must be passed before the candidate can begin student teaching. A deadline within the third semester of the PACE program will be identified, and candidates must pass the content test prior to this date, or student teaching will be deferred one semester.

Graduation Requirements for Bachelor of Science in Early Childhood Education

To graduate with a Bachelor of Science degree in Early Childhood Education, students must meet the following graduation requirements.

- Minimum of 124 college semester credits. The 124 credits must complete all University Studies requirements and all degree and major requirements as previously outlined.
- A minimum cumulative grade point average of 2.70 is required within the major courses and average of 2.70 within the professional education courses. The minimum required overall grade point average is 2.70.

Bachelor of Science in Elementary Education

Candidates wishing teacher certification as an elementary teacher should have (1) a broad background in the subjects commonly taught in elementary schools; (2) methods classes offering instruction in teaching those subjects; (3) other professional education classes providing theory and experiences concerning schools, teachers and learning, and (4) an academic area of concentration. The courses needed to gain this preparation are listed below, and include those required by Millikin Program of Student Learning (MPSL) University Studies, The Committee on Teacher Education Programs and the College of Professional Studies.

1.) Sequential General Education/University Studies Requirements (15 Total Semester Credit Hours)

IN140, University Seminar (3)
 IN150, CWRR I or English Composition I (3)
 IN151, CWRR II or English Composition II (3)
 IN 250, U.S. Studies (HI203 or HI204) (3)
 IN 251, U.S. Studies (3)
 IN350, Global Issues (3)

2.) Non-Sequential General Education/University Studies Requirements (36-39 Total Semester Credit Hours)

Quantitative Reasoning (must have MA prefix) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3)
 Oral Communication (3)
 International Cultures & Structures (8)
 Natural Science (one biological & one physical science course, including one lab) (7-8) Math/Science (3-4)

3.) Area of Concentration (15 Total Semester Credit Hours)

15 credits from one of the following 19 fields: biology, chemistry, mathematics, history, English, political science, economics, Spanish, philosophy and/or religion, psychology and/or sociology, art, music, theatre, communications, physical education, general science, language arts, social science, fine arts. Six of these 15 credits must be from 300-level or above courses and 3 of these 15 credits may simultaneously meet another non-sequential requirement.

Note: Regarding the above course requirements, please note: (1) students must earn C or higher in IN150 and C or higher in IN151; (2) seven hours of Math/Science and additional Math course must be from no more than two departments; and (3) the Natural Science and Math/Science requirement should include both a biological science and physical science course.

4.) Middle School Option

Those elementary education candidates who wish to be certified to teach in departmentalized grades 6 - 9 in middle schools or junior high schools must select this option. The middle school courses are not needed to teach in grade 9 in high schools. Middle school teaching requires a minimum of 18 credits in the subject to be taught to be minimally certified. A passing score on the Illinois Content Area exam in the subject area makes you highly qualified under NCLB Federal guidelines. A total of 32 credits in the subject area also makes you highly qualified under NCLB Federal guidelines. In addition, if students elect to earn endorsements in mathematics, health education, or drivers education, they must distribute the credits in specific coursework. If students elect other endorsement areas, the way the credits are distributed is suggested through advising.

Education 440, Early Adolescents and the School (2)

Education 450, Middle School Philosophy and Practices (2)

Elementary Major and Professional Education Courses

Course descriptions for the elementary education majors and for professional education courses may be found in the section entitled School of Education under the College of Arts and Sciences.

5.) Elementary Education Courses (28 Total Semester Credit Hours)

Education 203, General Elementary Methods and Assessment (3)

Education 204, Literacy I: Children's Literature (3)

Education 206, Literacy II: Teaching Language Arts (3)

Education 212, Mathematics Methods (3)

Education 218, Technology for Pre-School and Elementary Classrooms (1)

Exercise Science 305, Physical Education and Health for Elementary Teachers (2)

Art 311, Art for Teachers (2)

Education 306, Teaching Methods in Science (3)

Education 307, Teaching Methods in Social Studies (3)

Education 305, Literacy III: Teaching Methods in Reading (3)

Music Education 414, Elementary Music Skills (2)

6.) Professional Education Courses (32 Total Semester Credit Hours)

Education 120, Introduction to American Education (3)

Education 170/172, Education Internship I or II (1)

Education 200, Human Development, Pre-K-Grade 6 (3)

Education 205, Orientation to Unit Assessment System (1)

Education 212, Math Methods (?)

Education 310, Creating Communities of Learners (3)

Education 320, The Exceptional Child (3)

Education 440, Early Adolescents and the School (2)

Education 450, Middle Level Philosophy and Practices (2)

Education 476 or 477, Supervised Teaching (12)

Education 488, Education Senior Seminar (2)

7.) Elective Courses Requirement

Any remaining credit hour requirement may be fulfilled with elective courses.

A minimum of 24 semester credit hours within either the Elementary Education or Professional Education Courses MUST be completed at Millikin University. Not all courses are offered in the PACE format.

Students completing the Bachelor of Science degree in Elementary Education through the PACE program qualify to earn an Illinois elementary teaching certificate, (Illinois type 03, grades K-9), including middle grade endorsement. Students who have not completed a bachelors or associates degree must complete the AA or AS degree as part of the 121 semester credit hours or meet university and degree requirements typically completed during the freshman and sophomore years. University and degree requirements typically completed during the freshman and sophomore years are not part of the scheduled cohort program. All students also meet the upper division requirements, including: 1) major and professional course requirements, 2) general education course requirements, and 3) elective course requirements. Upper division requirements in the major are part of the scheduled cohort program. All major and professional course requirements are listed in detail in the School of Education portion of this Bulletin, along with criteria for program admission, student teaching and entitlement for state certification.

In addition to program coursework, the PACE-ELED program includes several required internships that align with specific courses and provide opportunities to apply course concepts and strategies in actual classroom settings. These internships include approximately 30 hours per semester. While the courses themselves are offered in the accelerated evening format, the internship hours will need to be completed during the day, when area schools are in session. PACE-ELED candidates should be aware of this in advance and be prepared to make arrangements that will allow them to successfully complete these required program requirements.

During the final semester of the PACE-ELED program, each student is expected to complete a student teaching experience. This culminating program experience requires 14 weeks of student teaching in an assigned classroom, with an assigned cooperating teacher, and during the day when area schools are in session. Please be aware that each student MUST be able to make arrangements that allows them to successfully complete student teaching, which may entail a leave of absence from his/her current job, alternative arrangements for childcare, or other conflicts that may impact one's ability to be at the assigned student teaching placement during the required 14 weeks of student teaching. Beyond tuition, an additional student teaching fee of \$300 is charged.

Be aware that there are additional requirements beyond degree program completion for entitlement for certification - please refer to the School of Education portion of the University Bulletin for additional requirements for admission to the program, admission to student teaching, and entitlement for certification. The Bachelor of Science degree in Elementary Education and teacher certification is awarded by the School of Education in the College of Professional Studies. Course offerings are coordinated and administration of registration is housed in the Professional Adult Comprehensive Education (PACE) office.

In order to ensure that candidates who enroll in the PACE-ELED program can continue through the program without delay, candidates must pass the Basic Skills Test before the beginning of the first semester of the program. Candidates who have attempted, but not passed, the Basic Skills Test before the beginning of the first semester may petition to continue in the program, with the understanding that they will not be able to take Education courses numbered 300 and above until they receive a passing score on the test. In addition, the Elementary Content test must be passed before the candidate can begin student teaching. A deadline within the third semester of the PACE program will be identified, and candidates must pass the content test prior to this date, or student teaching will be deferred one semester.

Graduation Requirements for Bachelor of Science in Elementary Education

To graduate with a Bachelor of Science degree in Elementary Education, students must meet the following graduation requirements.

- Minimum of 124 college semester credits. The 124 credits must complete all University Studies requirements and all degree and major requirements as previously outlined.
- A minimum cumulative grade point average of 2.70 is required within the major courses and average of 2.70 within the professional education courses. The minimum required overall grade point average is 2.70.

Registered Nurses Seeking a Bachelor of Science Degree in Nursing (BSN)

For Registered Nurses seeking a Baccalaureate Degree (RN-BSN), applicants who have graduated from an accredited NLN associate degree or diploma school of nursing and have successfully passed the RN licensure exam are eligible for advanced placement in the baccalaureate curriculum through the Professional Adult Continuing Education (PACE) program as approved by the School of Nursing. Students must meet the same admission and graduation requirements as traditional students, but program completion is structured in an accelerated format for adult learners. It is important to note that when courses contain clinical components (NU 311, NU 425, and NU 430), the clinical hours required are in addition to the scheduled theory class meetings and may require day hours. Usually the student may arrange the hours around her/his schedule.

A process of transcript evaluation, proficiency examinations, validation of clinical skills, and accelerated courses enables most students to complete the program in less than two years. RN-BSN students typically enter the program each January and progress to graduation. Students must maintain licensure as a Registered Nurse in Illinois and keep a copy of their license on file in the School of Nursing office. Students are required to obtain and maintain malpractice insurance beginning with NU 425 throughout the end of the program. Registered Nurse students may take proficiency examinations to establish course credit for Nursing 314 (Pharmacology), and Nursing 400 (Parent Child Nursing), 410 (Mental Health Nursing), and 420 (Medical-Surgical Nursing). Students may also validate transfer course credit through nationally recognized certification in the appropriate area with approval of the nursing faculty.

The BSN degree is awarded by the School of Nursing and courses are coordinated through the PACE office. RN-BSN student registration is administered through the School of Nursing faculty coordinator of the RN-BSN program. RN-BSN students adhere to all policies of the University, PACE, and the School of Nursing. Additional policies and requirements specific to health and safety standards (such as immunizations, titers, annual tuberculin skin testing and cardio-pulmonary resuscitation certification) and professional behavior are published in the "School of Nursing Student Handbook" available in the School of Nursing office. Students are expected to be familiar with the policies in the School of Nursing Student Handbook as well as the Millikin University Student Handbook (available through the Millikin web site). Registered nurses seeking to earn a Bachelor of Science Degree in Nursing should also consult the School of Nursing section and the Professional Adult Comprehensive Education (PACE) section of this Bulletin.

The 124 semester credit hours required for the Bachelor of Science degree in Nursing are made up of major course requirements (see listing below), pre-major requirements (see listing below), university studies requirements (see appropriate sections of the bulletin), and elective requirements. See course descriptions for pre-requisite requirements. The following curriculum guide outlines the typical basic curriculum progression for the RN-BSN students and serves as a general guideline only.

Major course requirements (26 credits)

- Nursing 280: Tools for Professional Success (elective) (3)
- Nursing 311: Health Assessment (3)
- Nursing 315: Pathophysiologic Concepts in Nursing (3)
- Nursing 425: Advanced Concepts in Nursing (5)
- Nursing 430: Community Health Nursing (8)
- Nursing 481: Issues in Research and Management (4)

Major courses that are met through advanced placement through the National League of Nursing Mobility Profile Exams or nationally recognized certification (24 credits)

- Nursing 400: Parent Child Nursing (8)
- Nursing 410: Mental Health/Mental Illness Nursing (8)
- Nursing 420: Medical-Surgical Nursing (8)

Pre-Major Requirements (26 credits)

Psychology 130: Introductory Psychology (3)
Psychology 340: Lifespan Development (3)
Biology 230: Principles of Microbiology (4)
Biology 206: Anatomy and Physiology I (5)
Biology 207: Anatomy and Physiology II (4)
Nursing 314: Pharmacology (3) or Chemistry 314: Pharmacology (3)
Chemistry 121/151: General Chemistry (4)

Many students will transfer in the majority of the pre-major requirements. These must be completed prior to enrollment in NU425. Other University Studies courses or electives may be taken through the PACE program or transferred in with prior advisor approval.

Curriculum sequence:

Semester 1 (Spring)

Nursing 280: Tools for Professional Success (3)
Nursing 315: Pathophysiologic Concepts for Nursing (3)
Interdepartmental 350: Global Studies (3)

Semester 2 (Fall)

Chemistry 203/205: Essentials of Organic and Biochemistry (4)
Psychology 201: Statistical Methods in the Behavioral Sciences (3) or Math 120 Elementary Probability & Statistics (3)
Nursing 425: Advanced Concepts in Nursing (5)

Semester 3 (Spring)

Psychology 310: Principles of Psychopathology (3)
Nursing 311: Health Assessment (3)
Nursing 481: Issues in Nursing Research and Management (4)

Semester 4 (Fall)

Nursing 430: Community Health Nursing (8)

Bachelor of Science in Organizational Leadership

Organizational Leadership is a broad-based degree program that provides working professionals with the tools to become more valuable members of organizations or to assume leadership positions. Students develop advanced skills in communication, negotiation, team building, critical thinking and creative problem solving. The major integrates theory and practice in order to foster understanding of the interrelationship between leadership, power, and influence, while emphasizing socially responsible leadership and ethical decision-making. Program administration is housed in the Professional Adult Comprehensive Education (PACE) office, a division of the College of Professional Studies.

The 124 semester credit hours required for the Bachelor of Science degree in Organizational Leadership are made up of 3 parts:

- 1.) Major Courses
- 2.) General Education/University Studies Courses
- 3.) Elective Courses

1) Major Course Requirements (42 Total Semester Credit Hours)

OL 300, Principles of Adult Learning (3)
CO 242, Business and Professional Communication (3)
OL 340, Introduction to Financial Systems in Organizations (3)
OL 310, Group and Team Dynamics (3)
OL 240, Organizational Information Systems (3)
OL 344, Organizational Leadership (3)
OL 350, Leadership Ethics (3)
CO 343, Communication and Conflict (3)
OL 301, Organizational Development through Human Resources (3)
MG 306, Organizational Behavior (3)
OL 375, Organizational Creativity, Innovation, and High Performance (3)
OL 385, Leadership, Diversity and Multiculturalism (3)
OL 400, Project Management (3)
OL 450, Organizational Leadership Capstone (3)

2) University Studies Requirements

Sequential Requirements (15 credits)

IN150 CWRR I (3)
IN151 CWRR II (3)
IN 250 US Studies I (3)
IN 251 US Studies II (3)
IN 350 Global Issues (3)

Non-Sequential Requirements (19 credits)

Quantitative Reasoning (MA 117)
Fine Arts (3)
Natural Science w/lab (4)
Oral Communication Studies (3)

Intl. Cultures & Structures I (3)
 Intl. Cultures & Structures II (3)

Pre-requisites (denoted below) may need to be satisfied before the student is eligible to take required courses.

3) Elective Courses Requirement

The remaining credit hour requirement may be fulfilled with elective courses.

Graduation Requirements for a Bachelor of Science in Organizational Leadership

To graduate with a Bachelor of Science in Organizational Leadership, students must meet the following graduation requirements:

- Minimum of 124 credit hours including all General Education/University Studies requirements (sequential and non-sequential), Major Course Requirements as outlined, and sufficient electives.
- Minimum grade point average of 2.25 in the Organizational Leadership major and a minimum overall GPA of 2.25.

Organizational Leadership Courses (OL) (Credits)

OL 300. Principles of Adult Learning

(Pre-requisites: students must have completed CWRR I & II or the equivalent within the last 7 years) OL 300 is designed to assist students in their re-entry into higher education and to provide them with the tools, skills, strategies and sense of familiarity with campus systems (including technologies and library systems) they need to be successful. The course serves, therefore, as a gateway to the major course sequence in Organizational Leadership, and will increase students' self-confidence and motivate them to go forward. Students will be introduced to adult learning theory to help facilitate their learning. The course stresses essay writing, APA citation style, and basic research methodologies within the context of adult learning theory. *(Students must pass this course with a C or better to register for any other courses in the major)*

CO 242. Business and Professional Communication

(Pre-requisite: Successful completion of OL 300 with a C or better)

The focus of this course is on developing a working knowledge of the theory and skills for interpersonal communication, groups and teams, informative and persuasive presentations, and the use of communication technologies in business and professional presentations.

OL 340. Introduction to Financial Systems in Organizations

(Pre-requisite: Quantitative Reasoning) This course is an introduction to the financial systems, financial documents, and financial reporting that any mid-level organizational leader will need to understand. Students learn to create, use, and interpret financial statements and to use accounting information to make informed business decisions.

OL 310. Group and Team Dynamics

A hands-on course designed to prepare students for the world of teams. Focus is to develop students' understanding of team dynamics including team development, member roles, leadership, norm development, role of conflict and diversity in teams, delegation of authority, and team management.

OL 240. Organizational Information Systems

(Prerequisite: Must successfully complete the CAT1 tutorial and demonstrate knowledge and skill in basic computer software) We live and work in a digital era. Nothing we do avoids the influence of technology. This is especially true for organizational leaders in a global marketplace. This course will provide an overview of the functions and development of computer-based management information systems and will emphasize the use of information technologies in supporting organizational decision-making.

OL 344. Organizational Leadership

(Pre-requisite: CO 242) Leadership is perhaps the most enigmatic term in the organizational theory literature. No other facet of organizational behavior has received as much attention. Leadership has been studied and analyzed from many perspectives – sociology, psychology, business, history, and education - and there now exists a myriad of leadership theories. This course examines leadership from theoretical, historical, and practical perspectives and will provide an overview of leadership theory. Topics will include the influence of leaders, leadership traits and characteristics, democratic v. authoritarian leadership, issues of power, and organizational culture. Emphasis is on emotionally intelligent leadership, transformational leadership, social responsibility, ethics, and leadership in a global environment.

OL 350. Leadership Ethics

(Pre-requisite: OL 344) This course takes organizational leadership a step further and focuses on the ethical considerations inherent in leading and following others. It is designed to encourage socially responsible leadership and to foster understanding of how to lead competently and professionally, and to prepare students to recognize and address responsibly the ethical dilemmas which they will face in any leadership position. The course also emphasizes consideration of global issues in terms of social responsibility for leaders.

CO 343. Communication and Conflict

(Pre-requisite: CO 242) Introduces students to effective strategies for addressing conflict and mediating disputes. Participants analyze the ways they handle conflict and investigate theoretical approaches to conflict mediation.

OL 301. Organizational Development through Human Resources

Effective leaders recognize that people are an organization's most valuable resource. At the same time, a major misconception within many organizations is that human resource development is the sole responsibility of the HR Department or the Personnel Office. Leaders at all levels have responsibility for human resource development. This course is designed to provide an overview of human resources development. Topics may include recruitment and selection, training and development, compensation and benefits, performance evaluation, health and safety, and labor relations.

MC 306. Organizational Behavior

(Pre-requisite: OL 344) Understanding and maximizing the performance of organizational members is critical to leadership. Leaders and other organizational members must learn to facilitate effective work relationships and contribute to a supportive organizational culture. Borrowing from a variety of disciplines, including behavioral science and behavioral psychology, this course examines the complex relationships among individuals, groups, organizations and society, and emphasizes motivation, communication, leadership and group relations. 3 credits

OL 375. Organizational Creativity, Innovation, and High Performance

(Pre-requisite: MG 306) What does it take for an organization to thrive in today's highly competitive, rapidly changing and dynamic global economy? Research on organizations that operate in this environment shows that high levels of creativity and innovation are key factors in those that are the most successful. This course offers its participants the opportunity to develop the knowledge and skills necessary to encourage creativity and innovation at different levels of an organization: at the individual level, within teams, and at the level of an organization's systems and processes. Participants will also examine the critical roles played by organizational culture and leadership in fostering an organization's competitive edge.

OL 385. Leadership, Diversity, and Multiculturalism

(Pre-requisite OL 350) This course will explore diversity and multiculturalism in today's organizations. The course will highlight in particular issues of race, social class, gender, and age in the workplace, and will address why leaders should foster multicultural environments. Emphasis will also be on learning to value differences, and best practices for creating diverse organizations.

OL 400. Project Management

(Pre-requisite: OL 375) Taking the lead on a project and seeing it through from start to finish is a highly desirable skill in today's organizations. Project management might be re-designing a corporate training program or might be as extensive as leading an organization through major technological renovations. This course enables students to apply their knowledge of organizational systems, leadership, communication, negotiation and team-building as they demonstrate their abilities to successfully lead (or create a comprehensive plan to lead) a work project. This course is designed to showcase the students' practical application of their course work in a real-world setting.

OL 450. Organizational Leadership Capstone

(Pre-requisites: All courses in the major must be successfully completed prior to capstone) The capstone builds on each student's understanding of leadership, organizational culture, ethics and social responsibility, and combines and integrates elements of the major course sequence into a culminating experience. Students will demonstrate, through a comprehensive final project that is reflective, that they have mastered the concepts and theories taught to them through their courses in the organizational leadership major.

310. Group and Team Dynamics (3)

A hands-on course designed to prepare students for the world of teams. Focus is to develop students' understanding of team dynamics, including team development, member roles, leadership, norm development, role of conflict and diversity in teams, delegation of authority, and team management.

340. Introduction to Financial Systems (3)

This course is an introduction to financial systems and financial reporting for non-financial managers. In this course, students learn how to create, use, and interpret financial statements, operating reports, and budgets. Students learn how accounting numbers are generated and how companies keep score of their revenues, expenses, assets and liabilities. Additionally, students learn how to use accounting information for long-term and short-term planning and budgeting. Pre-requisite: Quantitative Reasoning

342. Introduction to Financial Systems for Business Decision Making (3)

This course is aimed at developing conceptual and analytical tools for financial management decision-making based on a thorough understanding of financial statements and their uses. In this course, students learn how to interpret financial information in order to evaluate a firm's historical and prospective financial performance. Students learn how to apply financial statement analysis to investment and credit decisions, to evaluate a firm for current and prospective employment, and to make informed business decisions. In this course, students analyze actual companies' financial statements and reports. Pre-requisite: OL340

344. Organizational Leadership (3)

This course will focus on the key concepts, theories, and applications of managerial leadership within organizations. Students will become familiar with the complexities of effective leadership and the application of theoretical concepts related to power, communication, and motivation. Pre-requisite: MG300 & MG306 or consent

360. Organizational Entrepreneurship (3)

It is the objective of this course to provide the student with a stronger perspective on the entrepreneurial mindset that is currently pervasive in many organizations and how organizational leaders are using the entrepreneurial mindset to transform their companies. This course will be organized around the nature of entrepreneurship in established organizations. The student will develop an understanding of the pertinent elements needed to implement an entrepreneurial strategy inside existing organizations. The course will examine the nature of the corporate entrepreneur and the role that creativity, product innovation and technology plays in the development of corporate entrepreneurial strategy. Students will develop a feasibility plan for a new venture that will provide information, guidance, and decision alternatives enabling students to reconcile the needs of the new venture within the organization. Students will focus on their role and the ability to recognize opportunities that are consistent with organizational strategy and culture. Pre-requisite: MG300 & MG306 or consent

450. Organizational Leadership Capstone (3)

A capstone course that combines and integrates elements of business management, communication, and organizational leadership as a means of making decisions, developing strategy, and organizing operational initiatives associated with strategic planning, ethical decision making, and organizational development. Through a capstone paper, students will incorporate what they have learned in the OL program. The course will include case studies, experiential learning, and/or simulations. Pre-requisite: All courses in the major or consent.

Tabor School of Business

“Learning Business By Doing Business”

Dean James Dahl • (217) 424-6285

The Tabor School of Business, the first named school in Millikin University history, honors the late Purvis F. Tabor, a former member of the University’s Board of Trustees, and his wife, Roberta Morris Tabor. The School offers a curriculum with majors in Accounting, Management, Entrepreneurship, Finance, International Business, Marketing, and Information Technology.

The business programs in the Tabor School of Business are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The School also offers an MBA program for professionals, minors in Management, Economics and Finance for non-business students, a minor in Information Technology for both Tabor and non-business students, and an Evening Accounting Program.

Mission

The Tabor School of Business delivers an entrepreneurially-focused, integrated education for graduates’ professional and personal achievement, and is a learning partner valued by the business community.

These words signal the intent to deliver an education forged from the relentless pursuit of theory, practice, and disciplinary integration. By developing business graduates who are competitive in their readiness to make immediate contributions and in their capacity for growth, students are provided with the foundation for life-long professional and personal achievement. The Tabor School of Business is a learning partner respected by the business community as a knowledge-based resource and as an incubator of business professionals and for entrepreneurial endeavors.

Integrated Education

The hallmark of the Tabor School of Business curriculum is integration. In an integrated curriculum students learn that business is more than a series of distinct and separate disciplines and courses. Instead, the courses and disciplines are used together to generate successful business practices. Students will be better prepared for their career path when they understand and apply these interrelated business disciplines in an integrated, rather than segregated fashion.

Integration is emphasized at three distinct levels: across the divide between theory and practice, across the four years of study, and across classes and disciplines. Both Millikin University and the Tabor School of Business take pride in merging theory and practice in education.

Within the Tabor School of Business, classroom projects based on current issues, computerized competitive simulations, business consulting teams and internship opportunities are some of examples of active learning modes that make the course work relevant and challenging. The Introduction to Business course introduces freshmen to the themes that characterize each of the four years within the Tabor School Curriculum. The Tabor School advising model focuses on the student’s “Plan of Study” that is designed to facilitate the student’s understanding of the connections between his/her academic requirements, co-curricular experiences, and student-based learning opportunities.

The third level of integration, across courses and disciplines, occurs at all levels of the curriculum. Faculty from each discipline emphasize shared concepts and relationships with other disciplines in each of the core courses. For example, one of the many connections between economics and accounting that faculty emphasize to sophomore students in Principles of Microeconomics and Principles of Financial Accounting is the way economists and accountants define, measure, and theorize about costs and profits. Inventory management concepts are taught in Finance 340: *Introduction to Financial Management* and Management 370: *Production and Operations Management*. Management 450: *Business Policy* incorporates concepts from all core courses through innovative pedagogies such as case studies and simulations. These linkages accelerate learning as well as provide a broader understanding business functions and the interrelationships and interdependencies.

The Tabor Experience

In support of its mission, the Tabor Experience provides students a stimulating teaching and learning environment, a well-qualified and student-oriented faculty, a curriculum with high intellectual standards and related educational activities. To deliver this experience, the faculty of the Tabor School value:

- A student-focused, challenging and participatory environment.
- Quality teaching and mentoring of students and graduates.
- Responsible and engaged students.
- Professional achievement.
- Collaborative teamwork.
- Creative partnering among faculty, alumni, and the business community.
- An adaptive, entrepreneurial spirit.

Tabor School Learning Goals

The Tabor School prepares students for professional success, democratic citizenship in a global and diverse environment and a personal life of meaning and value. To achieve these goals:

- Students will demonstrate competent application of business theory and concepts to practical situations in communities outside the formal classroom.
- Students will communicate facts and ideas in written and verbal formats using language, grammar, and organizational skills appropriate to business situations.
- Students will be actively engaged citizens using their education and skills to serve the community.

- Students will experience an integrated and collaborative learning environment.
- Students will demonstrate a strong sense of individual, leader, and team roles and responsibilities.
- Students will discover the global nature of business, including immersion or familiarization with diverse cultures and cultural environments.
- Students will apply those problem-solving and decision-making skills expected of entry-level business professionals.

Tabor International Experience

Study in another culture expands the depth and breadth of a student's education more effectively than any other experience. Therefore, the Tabor School has set the goal of having as many as 35% of its graduates involved in a significant international experience. We believe the best way to accomplish this goal is for students to study abroad for either a semester or a summer session. For those whose other commitments make it difficult to go abroad for this length of time, we encourage international immersion courses and international service learning opportunities. Taking the language option in the MPSSL curriculum is also a recommended choice.

Admission Requirements

Students achieving junior status must meet Tabor School of Business admission requirements to be admitted into an upper division major program of study.

Entry. Admission to the Tabor School as a freshman or sophomore is based on the candidate fulfilling the University's admission requirements, stated in the Admission section of this catalog. In their first two years, Tabor School students complete courses to fulfill components of the MPSSL and required business foundation courses.

Major. Admission to a specific major in the Tabor School at the beginning of the student's junior year is based on the student fulfilling established academic requirements. Students must complete a formal application for admission to the Tabor School in the semester in which they will complete a minimum of 54 credits.

To be accepted into the Tabor School as a major, students must:

- Be in good standing at the University and
- Have earned a cumulative grade point average of at least 2.50 and
- Have completed the following foundation courses: MG 100, MG 111, EC 100, EC 110, MA 120, MS 120 and at least nine credits in Tabor-required 200 level courses (AC 230, AC 240, CO 242, EN 201, MA 220, MG 211, MG 260, MS 240)
- Have earned a grade point average of at least 2.50 in all Tabor School courses and in all courses required for a Tabor School major.
- Have no grade in any foundation courses numbered at the 100 or 200 level below a C-.

Students who do not meet these requirements will be denied admission. A student may be given one probationary semester to attain the cumulative or Tabor 2.50 GPA requirements. In the cases of students transferring into the Tabor School, probationary semester(s) may be granted while the student completes the course requirements for admission.

Exceptions to this policy must be approved by the Dean of the Tabor School.

Students who have not been formally admitted to the Tabor School will not be allowed to enroll in 400-level courses, and therefore will not be able to graduate with a business major.

Graduation from Tabor

Once admitted to the upper division, business majors must maintain the following standards to earn a Tabor degree:

- a minimum cumulative grade point average of 2.50 and
- a minimum 2.50 grade point average in all courses required for a Tabor School major
- good standing in the University, and
- demonstration of responsible behavior as expected in the professions the student is preparing to enter.

Failure to maintain these standards, on the decision of the Tabor School Admission Committee, will result in the student being denied admission to any further 400-level business courses. Such students will receive a one-semester probationary period to attain the graduation requirements listed above. Failure to do so will cause the student to be dropped from the Tabor School.

Minor. To complete a minor in Management, Economics, Finance or Information Technology, a student must maintain a grade point average of at least 2.50 in the required Tabor School courses. Failure to do so, on the decision of the Tabor School Admission Committee, will result in the student being denied admission to any upper division courses necessary to complete the minor. Students wishing to elect a minor must complete a formal minor declaration in the Tabor School.

Transfer Credit. Business courses equivalent to those offered by Millikin University as lower-division courses may be transferred without restriction. A lower division course from a community college may be transferred for upper division credit if the student passes a proficiency examination with a grade of C+ or better. Transferred courses that are accepted to meet degree requirements must be essentially of the same quality as offered by Millikin University.

Internship Program

The Tabor Internship Program offers students still another avenue for integrating theory and practice. Within an internship, students practice skills and apply theories learned in the classroom and enhance their professional development in their major fields of study.

The Tabor School is committed to providing internships that expose students to the various facets of a business professional position. The educational aspect of internships is crucial to the granting of academic credit and differentiates the internship from other work experiences. Hence, each internship is preceded by a learning contract articulating the goals, objectives, and scope of the experience. The contract is agreed to by the firm, the student, and the faculty advisor. The overall program is facilitated by a director who assists students in developing internships and builds relationships with cooperating firms.

The responsibility for learning in an internship is shared by the student, the Tabor faculty advisor, and the organization receiving the services of the intern. The student is expected to provide a service of value to the business, the organization is expected to provide a breadth of learning experience to the student, and the Tabor faculty advisor is expected to help the student interpret the experience.

Tabor School's Center for Entrepreneurship

The Center for Entrepreneurship is the umbrella structure to support small businesses and to integrate business learning opportunities into the classroom.

The Small Business Consulting (SBC) program in the Tabor School offers free, confidential counseling to small businesses while providing senior business students the opportunity to apply concepts learned in their college study. This SBC program makes use of business students who, as part of their academic curriculum, work in teams with selected businesses on specific management assistance projects.

The Center for Entrepreneurship includes and works closely with the SCORE (Counselors to America's Small Business) Chapter #296. SCORE is a volunteer organization of retired business executives who offer counseling to small businesses. Working collaboratively with student teams, SCORE members serve as mentors and advisors to the student teams.

Involving SCORE members as advisors to the SBC teams also 1) provides students additional insight to client problems, 2) increases the amount of individual attention a student team receives, and 3) serves as an excellent source of local business history and business information.

The Center's programs are mutually beneficial to students and small businesses. Students have the opportunity to participate in a hands-on learning experience that encourages the application of classroom theory within the context of actual small business operations.

For more information about Millikin University and the Tabor School of Business, visit Millikin's web site at www.tabor.millikin.edu or call 217-424-6284.

Business Curriculum Elements and Credit Requirements

For the Bachelor of Science degree with a major in Accounting, Entrepreneurship, Finance, International Business, Management, Information Technology, or Marketing a student must complete all University Studies requirements and all degree and major requirements established by the Tabor School. Both sets of requirements may be satisfied by the student completing a 124-credit program of study.

University Studies (43-45)
 Tabor School of Business Core (44)
 Tabor School of Business Major* (21)
 Non-Business Electives* ()
 Free Electives** (0-3)
 Total (124)

** Free elective credits total 3 for all majors.

University Studies Requirements (43-45)

Interdisciplinary 140, University Seminar (3)
 Interdisciplinary 150, Critical Writing, Reading and Research I* (3)
 Interdisciplinary 151, Critical Writing, Reading and Research II* (3)
 Communications (CO 242 required for Tabor students) (3)
 International Culture and Structures (6-8)
 Quantitative Reasoning (Mathematics 120, Elem. Prob. & Stat., specifically required by Tabor) (3)
 IN 250 U.S. Studies (3)
 IN 251 U.S. Studies (3)
 Global Issues (3)
 Fine Arts (3)
 Natural Science (4)
 Tabor Distribution Requirements: Introduction to Computers, MS120 (3) and Business Writing EN 210 (3)

Tabor School of Business Core Requirements (44)

Management 100, Introduction to Business (3)
 Management 111, Team Dynamics (1)
 Economics 100, Principles of Macroeconomics (3)
 Economics 110, Principles of Microeconomics (3)
 Management 211 Career Lab (1)
 Management 260, Business Law (3)
 Accounting 230, Principles of Financial Accounting (3)
 Accounting 240, Introduction to Accounting II (3) or Accounting 311, Management Accounting (3)
 Management and Information Systems 240, Organizational Information Systems (3)
 Mathematics 220, Statistical Methods
 Finance 340, Introduction to Financial Management (3)
 Marketing 300, Marketing Principles and Practices (3)
 Management 300, Principles of Management (3)
 Management 370 Production/Operations Management (3)
 Management 330, International Business (3)

Management 450, Business Policy (3)

Off-Campus Experience:

All Tabor students must complete a 3-credit equivalent off campus experience. Students must choose from the following options:

- ET 400: Small Business Consulting
- ET 410: Entrepreneurial Consulting, An International Experience
- Internship in the student's major
- VITA
- Semester abroad
- The Art of Entrepreneurship (all modules: ET 361, 362, 363)
- Washington, D.C. Semester
- Any other course approved by the student's advisor and the Tabor School Dean.

Accounting

Michael Brown (Coordinator)

Accounting Department Faculty

Full-Time: Michael Brown, Richard E. Chamblin, Charles R. Smith

Major in Accounting

The major in accounting, leading students to the bachelor of science degree, will prepare students for careers in public accounting, private industry, and government. In keeping with the work of the Accounting Education Change Commission, the program places appropriate emphasis on accounting theory and practice as well as the fundamental skills of problem solving, communicating, and critical thinking necessary for long-term success in the field of accounting.

Career objectives for the accounting major include public accounting (auditing, income taxes, consulting), corporate accounting (financial accounting, managerial accounting, internal audit, corporate/state taxes), and governmental (not-for-profit) accounting. Specific upper division accounting courses will be recommended by the advisor based on the student's career interests.

Accounting students are encouraged to pursue the designation of Certified Public Accountant (CPA), Certified Management Accountant (CMA), and/or the Certified Internal Auditor (CIA). Advisors will work with students to develop appropriate programs for students interested in these certifications.

Students wishing to pursue the CPA certification in the state of Illinois must complete 150 semester hours of college credit prior to sitting for the certification exam. To meet this requirement, students will have a range of options available to them. These options may include: completing a bachelors degree and an MBA in five years; completing a second major; taking two minors during the course of study at Millikin; or, pursuing a graduate degree following graduation from Millikin.

Learning Goals For The Accounting Major

- Exhibit an understanding of the content, concepts, structure, and meaning of external reporting for organizational operations, including the perceived information needs of financial decision makers and the role of accounting information in satisfying those needs.
- Demonstrate an understanding of the nature of attest services and to apply the conceptual and procedural bases for performing them.
- Demonstrate a basic understanding of Internal Revenue Code provisions that affect individuals and corporations; how code provisions are implemented through the Federal Income Tax Regulations; and what forces affect tax laws.
- Apply accounting knowledge (managerial accounting theory and models) to solve real world problems.
- Evaluate and understand the impact of legal and professional bodies (e.g. FASB, AICPA, SEC, Congress) as well as policy issues and environmental factors on the development of accounting theory.

Requirements for the Major

The accounting major will substitute AC 311 for AC 240 in the business core requirements. In addition to these core requirements, accounting majors must complete a minimum of 21 hours of accounting courses including 250, 301, 312, 331, 413, and 422 and AC 444.

Transfer students who have taken intermediate accounting at another institution, and who wish to take courses for which Accounting 250 is a pre-requisite, will satisfy requirements either through examination or faculty decision.

Evening Accounting Program

The Tabor School of Business offers a Degree Completion Program, administered by PACE leading to a Bachelor of Science Degree in Accounting. This Program offers adult learners the opportunity to complete a Bachelor of Science Degree in a ten-week, year-round program taught by Tabor School of Business faculty. Individuals entering this program should have 45 semester hours of college credit, be 24 years of age and have two years of work experience. Individuals may petition either the age or work experience requirement, but not both. For those interested in this degree completion program, contact the PACE Office at 217-420-6776.

Accounting Courses (AC) (Credits)

230. Principles of Financial Accounting (3)

Focuses on the needs of stakeholders external to the organization. This course serves as an introduction to the "language of business" and to the importance of accounting information in business decision-making. It is designed to serve both business and non-business majors. Pre-requisite: sophomore standing.

240. Principles of Managerial Accounting (3)

Management accounting that focuses on decision-making concepts applicable to both service and manufacturing companies. The course introduces topics such as operating leverage, cost-volume-profit analysis, relevance, and cost allocation as well as manufacturing cost flow, job-order and process costing. Pre-requisite: Accounting 230 or equivalent.

250. Intermediate Accounting I (3)

In-depth study underlying assumptions and principles used in preparation of basic financial statements. Analysis of elements of the balance sheet. Problems of valuation and revenue recognition. Presentation of latest FASB pronouncements. Pre-requisite: Accounting 230.

301. Intermediate Accounting II (3)

Accounting for corporate owner's equity. Study of accounting for EPS, current and long term liabilities, property, plant and equipment, intangible assets, depreciation/amortization/depletions/impairments, statement of income and retained earnings. Pre-requisite: Accounting 250.

311. Management Accounting (3)

Understanding and using the behavior of costs to provide information for decision-making. Product costing for internal reporting vs. external reporting. Job, process and standard cost systems. Responsibility accounting, performance evaluation and variance analysis. Pre-requisite: Accounting 230.

312. Intermediate Accounting III (3)

This course will consider material pertaining to long-term investments, deferred income taxes, pensions, leases and accounting changes and errors. Study of Statement of Cash Flows. Presentation of latest FASB pronouncements. Pre-requisite: Accounting 301

331. Federal Income Taxation (3)

A basic understanding of the Internal Revenue Code Provisions that affect individuals, partnerships, corporations; how these code provisions are implemented through the Federal Income Tax Regulations, and some of the reasons behind tax laws. Pre-requisite: Accounting 240 or Accounting 250 or consent of instructor.

413. Advanced Accounting (3)

Theory, principles and practices relating to more intricate phases of accounting. Study includes partnerships, business combinations and consolidations, foreign exchange and accounting for governmental units and nonprofit organizations. Pre-requisite: Accounting 301.

422. Auditing Principles (3)

An introduction to auditing and assurance engagement standards of performance and reporting by external, internal, and governmental auditors. Topics covered include the assessment of risk; collection, evaluation, and documentation of evidence; and issues of independence. The course stresses the need for ethical conduct. Pre-requisite: Senior standing and Accounting 301.

444. Accounting Seminar (3)

A senior capstone course which will consider various topics, such as the impact on financial reporting of the Securities and Exchange Commission and other regulatory agencies; current pronouncements of FASB and AICPA. Also considered will be topics appropriate for the time. Pre-requisites: Senior Accounting major

471, 472. Accounting Internship (1-3)

A cooperative course between the University and selected business establishments to develop further the professional training of accounting majors. Combination of work experience and written reports. Pre-requisite: consent of accounting coordinator.

491. Independent Study (1-3)

Qualified seniors are encouraged to undertake an original investigation of a problem in accounting. May include a written report and an oral examination. Credits earned in this course may apply to hours for the major. Pre-requisite: consent of coordinator and instructor.

Management and Entrepreneurship

Larry Stapleton (Coordinator)

Management and Entrepreneurship Faculty

Full-Time: Sharon T. Alpi, Richard Chamblin, James G. Dahl, Susan Kruml, J. Mark Munoz, Larry Stapleton

The Management Major

Management is primarily concerned with the effective utilization of resources (including human resources) within a business organization, centering around the areas of planning, organizing, leading, and controlling. Attention is focused on the organization as a social system and the forces that affect this system, such as behavior of individuals and groups, economic conditions, and technology. The Management degree concentrates on the human side of the organization, highlighting the effects of interpersonal and inter-organizational interactions on organizational functions.

The Management major provides a well-rounded program of study appropriate for the business generalist in both for-profit and not-for-profit organizations, and in all sectors (i.e., manufacturing, service, and government). A Management degree qualifies individuals for entry-level positions in general management, including but not limited to retail management, tourism and hospitality management, production/operations management, and human resources management. Students graduating with this degree will have the minimum skills necessary to successfully begin and operate an entrepreneurial venture or successfully function in an entry-level managerial position in a large organization.

Learning Goals for the Management Major

- Demonstrate an understanding of the importance of ethics, social responsibility, and the legal environment of contemporary business.
- Understand the importance of the global business environment and its inter-connection with core management processes, systems, and structures.
- Demonstrate an understanding of human resource management and its impact on organizational culture, change, and diversity
- Understand the use of quantitative skills to facilitate management decision-making and/or problem solving.
- Apply management theories and concepts in real-world organizations and situations.
- Understand the dimensions of the entrepreneurial behaviors of opportunity recognition and concept development.

Requirements For The Management Major

In addition to the business core courses, students will be required to complete 21 semester hours of upper level business and management courses.

Required courses:

MG 320, Employment and Labor Law
MG 321 Human Resource Management I
MG 322 Human Resource Management II
ET 340 Foundations of Entrepreneurship

One of the following quantitative component courses:

MK 320 Marketing Research
EC 310 Managerial Economics
AC 311 Management Accounting

One of the following experiential courses:

ET 400 Small Business Consulting
MG 471/472 Management Internship

And one of the following elective courses:

MG 306, Organizational Behavior
ET 350, Entrepreneurial Finance: New Venture Creation
MG 430, International Management
Or other elective, as determined by student area of interest.

Minor in Management

A minor in management is available to students majoring in the College of Arts and Sciences, the College of Professional Studies or the College of Fine Arts. It is not available to those majoring in the Tabor School of Business. See Tabor School admission requirements for more information.

A minor must meet the following requirements:

Economics 100, Principles of Macroeconomics
Accounting 230, Principles of Financial Accounting
Accounting 240, Introduction to Accounting II or Accounting 311, Management Accounting
Management 300, Principles of Management
Marketing 300, Marketing Principles and Practices
Finance 340, Business Finance
Management 330, International Business, OR
Management 370, Production/Operations Management
Three credits of Tabor School electives above the 300 level.

Minors in Management are encouraged but not required to elect Economics 110, Principles of Microeconomics; Information Technology 120, Introduction to Computers and Information Systems; Mathematics 120 and Mathematics 220, Elementary Probability and Statistics and Statistical Methods; and CO242 Business Communications.

The Entrepreneurship Major

Entrepreneurship is a complex process because it challenges so many of the pre-existing structures and processes of each organization. It is the objective of this major to provide the student with a stronger perspective on the entrepreneurial mindset that is currently pervasive in many organizations and to underscore the importance of new business creation as an economic engine in our society.

Learning Goals for the Entrepreneurship Major

- Students will understand the dimensions of entrepreneurial behaviors of opportunity recognition and concept development
- Students will analyze the financing aspects of new ventures
- Students will conduct market research and develop marketing strategies for a entrepreneurial venture
- Students will analyze strategic aspects of growing an entrepreneurial venture
- Students will engage in problem solving for/with an entrepreneurial company

Requirements for the Entrepreneurship Major

In addition to the business core courses, students will be required to complete 21 semester hours of upper level business and entrepreneurship courses:

Required courses (18 credits)

ET 340: Foundations of Entrepreneurship (3)
 ET 350: New Venture Creation: Entrepreneurial Finance (3)
 ET 360: The Art of Entrepreneurship (3)
 ET 361: The Art of Entrepreneurship: Where are you going? (1)
 ET 362: The Art of Entrepreneurship: What do the numbers mean? (1)
 ET 363: The Art of Entrepreneurship: How do we get there? (1)
 MK 320: Marketing Research (3)
 ET 440: Entrepreneurial Management and Strategy (3)

One of the following electives (3 credits)

ET 400 Small Business Consulting (3) **OR**
 ET 410 Entrepreneurial Consulting: An international experience (3) **OR**
 MG 471 Internship (3) (must be entrepreneurially focused)

Management Courses (MG) (Credits)

100. Introduction to Business (3)

Designed to provide students with a basic understanding of business, this course stresses personal and professional development and is built around the introduction and integration of the various business functions. Concepts such as teams, leadership, ethics, professionalism, and communications are explored through a team-designed written business plan and professional presentation.

111. Team Dynamics (1)

A hands-on course designed to prepare students for the world of teams. Focus is to develop students' understanding of team dynamics including team development, member roles, leadership, norm development, role of conflict and diversity in teams, delegation of authority, and team management.

211. Career Lab (1)

Career Lab is a one-credit course designed to teach students the basics of the career development process. Students become actively involved in setting goals, as well as assessing individual values, interests, personality, and skills. Additionally, students explore various methods of gathering career-related information. They also learn the fundamentals of writing a resume and job search letters, as well as successful interview techniques. Prerequisite: sophomore standing

260. Business Law (3)

Designed for business students who will declare majors in accounting, this course is the study of the legal environment for business, but gives particular emphasis to topics such as contracts, liability, agencies, partnerships, corporations, property, bankruptcy, sales and negotiable instruments. Pre-requisite: sophomore standing.

300. Principles of Management (3)

Organizations compete, survive, and thrive based on their ability to use the resources under their control to achieve the desired objectives. Managers are people in organizations who are given the power to decide what resources to use and how to use them. Topics explored include: organizational environments, corporate governance, organizational structure, goal-setting and planning, decision-making and problem-solving, organizational change and innovation, ethics and social responsibility, leadership and motivation, interpersonal relations and communication, managing work groups and teams, and basic elements of control. Pre-requisite: junior standing.

306. Organizational Behavior (3)

Application of behavioral science research findings to understanding and influencing behavior of people in organizations. Emphasis is on solving problems of motivation, communication, leadership, and group relations. A skill building and experiential approach is utilized. This course is offered only in the spring semester. Pre-requisite: Management 300 or consent of instructor.

320. Employment and Labor Law (3)

This course focuses on the employment and labor laws confronted by business leaders today. Topics will include the Civil Rights Act (as amended), National Labor Relations Act (Wagner Act), Fair Labor Standards Act, Labor-Management Relations Act (Taft-Hartley Act), Equal Pay Act, Age Discrimination in Employment Act (as amended), Occupational Safety and Health Act (OSHA), Equal Employment Opportunity Act, Rehabilitation Act, Vietnam Era Veterans Readjustment Act, Pregnancy Discrimination Act, Guidelines on Sexual Harassment, Immigration Reform and Control Act, Worker Adjustment and Retraining Notification Act (WARN), Americans with Disabilities Act, Employee Retirement Income Security Act (ERISA), Health Insurance Portability and Accountability Act (HIPAA), various applicable Executive Orders, and numerous case law. This course is offered only in the spring semester. Prerequisites: MG 260, MG 300.

321. Human Resource Management I (3)

This course provides students with an overview of the basic functions of personnel/human resource management. Topics of particular emphasis include functions frequently determined to be predominantly internal to the organization, including but not limited to: HR planning, recruitment & selection, training & development, performance appraisal, employee discipline programs, and policy & procedure development. This course is offered only during spring semesters. Pre-requisite: MG 300.

322. Human Resource Management II (3)

This course is a continuation of HRM I, providing an overview of HRM functions in which the organization deals with outside agencies, including but not limited to: labor relations, contract administration, collective bargaining & negotiations, compensation & benefits administration, health & safety, and international HRM. This course is offered only during fall semesters. Pre-requisite: MG 300.

330. International Business (3)

Problems and possibilities of doing business in an international context: Possible forms of foreign business involvement; the international monetary system and foreign exchange markets; multinational firm strategies related to finance, marketing, personnel and production; the impact of cultural and political differences on the business environment. Pre-requisites: junior standing, Accounting 230, Economics 100.

370. Production/Operations Management (3)

A practical study of the concepts used to design, operate and control a manufacturing or service process. The relationship between Operations Management and other disciplines within the organization is emphasized. Operations concepts explored include forecasting, planning of personnel and equipment, inventory planning and control, scheduling, project management, theory of constraints, and quality assurance. Pre-requisite: junior standing, MA 120.

430. International Management (3)

This course takes the student beyond the introductory aspect of international business (MG 330) and focuses on the concepts and problems typically confronting managers operating in an international theater. Topics will include the global and regional trends and challenges, legal and political foundations, cultural aspects of international management, conducting negotiations and managing conflict, international policy and strategy development, market exploration and managing people in the international arena. This course is offered only in spring semesters. Pre-requisites: MG 300, MG 330.

450. Business Policy (3)

A capstone course that develops, analyzes and discusses both strategies used by management in daily operations and policies for the integration of major business activities. The course answers the questions all businesses should continually ask: Where are we now? Where do we want to be? How do we get there? Includes case studies, computerized simulation and experiential learning. Pre-requisites: senior standing, Marketing 300, Management 300, Finance 340, Management 370.

471, 472. Management Internship (1-3)

A cooperative course between the University and selected businesses to develop further professional training of management majors. Combination of work experience and written reports. Pre-requisites: consent of instructor and coordinator.

481, 482. Senior Seminar in Management (1-3) Per Semester

In-depth study of a single topic, problem or issue in today's business world. Pre-requisites: senior standing, business major and/or consent of instructor.

491, 492. Independent Study (1-3) Per Semester

Qualified seniors are encouraged to undertake an original investigation of a problem in management. May include a written report and an oral examination. Credits earned in this course may apply to hours for the major. Pre-requisite: consent of coordinator and instructor.

Entrepreneurship Courses (ET) (Credits)

260. Create & Lead-.com.org.life (1)

This 1 credit hour course will provide students with the opportunity to explore entity creation and leadership as a career direction. Create & Lead-.com.org.life is designed to help students embrace creation and leadership as life-long activities. This class will explore how each of us is capable of creating the future, whether by founding a fast-growing innovative business, giving life to a community event to raise awareness and funds for a good cause, effectively steering and developing an artistic career, or simply by facing a nagging day-to-day problem head on. Students will use self-analysis, observations, readings, and discussions to move students forward.

340. Foundations of Entrepreneurship (3)

The course provides an understanding of the roles of economic environment awareness and idea recognition as fundamental ingredients in the entrepreneurial process. Students will learn to use analytical tools to assess the feasibility of the idea as a successful business opportunity. The course also addresses the multiple definitions of success as it pertains to financial, social, ethical, and self-worth issues.

350. New Venture Creation: Entrepreneurial Finance (3)

The course introduces the theory, knowledge and financial tools needed by the entrepreneur in starting, building and harvesting a successful venture. The successful entrepreneur also must know how and where to obtain the financial capital necessary to run and grow the venture. The course will focus on understanding, from an entrepreneur's perspective, the types and sources of financial capital and the related investment processes. Finally, the course will develop models for the valuation of the entrepreneurial venture. Pre-requisite: junior standing, FI 340 strongly recommended.

360. The Art of Entrepreneurship (3)

The course focuses on understanding the process of creativity and opportunity recognition in entrepreneurship and introduces students to the meaning and implications of ownership through their participation in the running and operating of a retail art gallery, Blue Connection. Learning is accomplished through a series of experiential exercises designed to translate creative ideas into unique products or marketing venues for the Blue Connection. This course is the foundation of the A & E program and is generally considered a pre-requisite for the three 1-credit courses listed below.

361. The Art of Entrepreneurship: Where Are You Going? (1)

A course where students in A & E develop and implement business strategy for The Blue Connection. This course develops skills in analyzing the business numbers and market information. The class then makes decisions about future products and markets based on this analysis. During the semester the students are actually applying their decisions to the business in conjunction with the other two management groups. Pre-requisite: ET 360 or consent of instructor.

362. The Art of Entrepreneurship: What Do The Numbers Mean? (1)

A course in which students learn how to measure the various business functions. During the semester they will collect and organize the numerical business data into reports that can effectively be used by The Blue Connection management to determine their best course of action. Pre-requisite: ET 360 or consent of instructor.

363. The Art of Entrepreneurship: How Do We Get There? (1)

A course designed to develop the skills necessary to run a business on a daily basis. It focuses on control, personnel management, customer relation skills, sales and promotion, and display and design functions. Pre-requisite: ET 360 or consent of instructor.

400. Small Business Consulting (3)

Designed to help students integrate previously studied business disciplines by consulting with firms seeking management assistance. Students work in teams to apply theoretical knowledge to the solution of real business problems. May be taken independently of Entrepreneurship 340 and 350. Pre-requisites: senior standing and consent of instructor.

410. Entrepreneurial Consulting: An International Experience (3)

Provide students with the opportunity to apply concepts learned to real world situations. Operating in teams, students will provide consulting to small/ medium-sized business enterprises under the direction of a faculty team. Students will explore potential markets in the U.S. for international businesses not presently importing to the United States. Pre-requisite: senior standing and consent of the faculty.

440. Entrepreneurial Management and Strategy (3)

This course provides theory and application of strategic decisions from an entrepreneurial perspective. It also provides a strategic approach to the evaluation of entrepreneurial opportunities and the recognition of the characteristics of high-growth potential. The course provides implementation of operational and tactical activities that support strategic goals. The course stresses the need for ethical conduct. Pre-requisites: Senior standing, Marketing 300, Management 300, Finance 340.

Finance and Economics

Tatiana Isakovski (Coordinator)

Finance and Economics Faculty

Full-Time: Cheryl L. Chamblin, Tatiana Isakovski, Anthony F. Liberatore

Major in Finance

Finance graduates have diverse career choices, exemplified by the careers of our finance graduates in credit management, real estate, international banking, financial advising and consulting, bank examination, loan processing, and insurance underwriting. Career choices are also abundant in the not-for-profit sector, such as education, health care, and government service agencies. Finance careers reflect a love for solving puzzles and strong analytical skills. The integrative nature of the Tabor School's Finance Program helps ensure that graduates' analytical skills will continue to be successfully applied as changes alter the business environment, including recent e-business innovations.

Our graduates work for such well-known companies as Caterpillar, State Farm, Prudential, Morgan Stanley Dean Witter, Anderson Consulting, Mitsubishi, Country Companies, Archer Daniels Midland, UPS, and many others. Recent Millikin finance graduates have careers with titles as diverse as credit manager, federal bank examiner, compliance officer in banking, customer service representative in banking, consultant for major consulting firms, broker in both stock and futures markets, traffic analyst, financial analyst, director of materials management, financial advisor, grain merchandiser, river terminal manager, small business owners, and many others. Across industries, numerous CEOs have finance as their background.

Many successful business graduates eventually pursue a Master of Business Administration degree (MBA). The finance major provides an ideal background for the MBA or for law school. Those with interests in law school should seriously consider electives in economics as well. The finance degree provides the flexibility needed for those who seek employment immediately after graduation, but also prepares those who wish to do graduate study.

Learning Goals for the Finance Major

- Gather, organize, synthesize, evaluate, interpret, and communicate financial information in both oral and written form
- Use mathematical models related to time value concepts and appropriate technology to establish prices and yields for all classes of asset choices (e.g., fixed assets, current assets, stocks, bonds, options, and derivatives) to effectively analyze financial alternatives.
- Understand the implications of financial decisions as they apply in an international context and in appropriate ethical framework

Requirements for the Finance Major:

In addition to the business core courses, students will be required to complete 21 semester hours of upper level finance and business courses:

Required courses:

Finance 301, Financial Markets and Institutions
 Finance 351, Financial Statement Analysis
 Finance 352, Investments
 Finance 365, Corporate Finance
 Finance 452 Security Analysis and Portfolio Management

and a choice of two of following:

Accounting 301 Intermediate Accounting
Economics 312 Intermediate Macroeconomics
Economics 322 Intermediate Microeconomics
Finance 354, International Trade and Finance
Finance 471/472 Finance Internship
Finance 481 Special Topics in Finance
Finance 491/492 Independent Study in Finance
Entrepreneurship 350 New Venture Creation
Entrepreneurship 400 Entrepreneurship-Small Business Consulting.
Or courses outside of the Tabor School as determined by the student's areas of interest

Internships and independent study areas are also available. Individual finance-related research projects are encouraged, especially for those in the James Millikin Scholars honors program.

Minor in Finance

The minor in Finance is available to students majoring in the College of Arts and Sciences, the College of Professional Studies, and the College of Fine Arts. It is not available to those majoring in the Tabor School of Business. The minor requires 24 semester hours as follows:

Required Courses (18 credit hours):

EC 100 Macroeconomics (3)
EC 110 Microeconomics (3)
AC 230 Principles of Financial Accounting (3)
AC 240 Principles of Managerial Accounting (3)
FI 340 Introduction to Financial Management (3)
FI 352 Investments (3)

Elective Courses (choose two – 6 credit hours):

FI 354 International Finance (3)
FI 361 Financial Statements Analysis (3) must be taken with FI 365
FI 365 Corporate Finance (3) must be taken with FI 361
EC 312 Intermediate Macroeconomics (3) alternate years
EC 322 Intermediate Microeconomics (3) alternate years
EC 310 Managerial Economics (3)

Note: The prerequisites for FI 352 include MA 220. Students should be advised to satisfy quantitative reasoning requirement with MA 120.

Finance Courses (FI) (Credits)

340. Introduction to Financial Management (3)

An introduction to the terms and concepts involved in financial management. This is a managerial decision-oriented course involving team and individual processes. Financial analysis, forecasting, and planning. break even analysis. sources of financing. analysis of capital project opportunities as well as short term asset management. Cash budgeting and credit policy. Valuation. Pre-requisites: junior standing, Economics 100, Economics 110, Accounting 240 or Accounting 311.

301. Financial Markets and Institutions (3)

The study of the functions and nature of various financial markets, the financial institutions involved and the instruments traded therein. Topics include the workings of organized financial exchanges, the central bank, commercial banks, thrift institutions and insurance companies. Emphasis is placed on the structure and types of interest rates and their determinants. The course also examines the regulatory environment of the financial system. Pre-requisites: Junior standing, Economics 100 and Economics 110; FI 340 or concurrent enrollment.

352. Investments (3)

Study of securities and securities markets. Analysis of various categories of corporate securities and other investments. Tax policy. How individuals can examine specific investments. Risk and return in investments. Personal portfolio alternatives. Pre-requisites: junior standing, Economics 100, Economics 110, Mathematics 220 and Finance 340 or consent of instructor.

354. International Trade and Finance (3)

Principles of international trade, exchange rates and balance of payments adjustments. Methods of financing international trade. The international financial institutions that aid the flow of funds. Working capital considerations and capital budgeting problems of the multinational corporation. Pre-requisites: junior standing, Economics 100 and 110, FI 340.

361. Financial Statements Analysis (3)

The study of the information provided in financial statements. How financial statements can be used to judge the quality of earnings, the value of a company, management strategy. Both financial and accounting issues related to financial statements will be addressed. Prerequisite: Senior standing and FI 340.

365. Corporate Finance (3)

Analysis of financial problems of business enterprises and formulation of financial policies with emphasis on concepts such as Economic Value Added and Market Value Added. Short-term investment and financing decisions. Financial Statement Analysis. Development of long-term investment theory and financing decision making with emphasis on the valuation process. Financing choices and cost of capital, capital budgeting and dividend policy. Pre-requisites: senior standing, FI 340, FI 352, or consent of instructor.

452. Security Analysis and Portfolio Management (3)

Advanced evaluation of securities, determinants of their value, methods of combining securities in the construction of investment portfolios. Portfolio theory strategies. Extensive project analysis of an industry and company stock. Pre-requisites: senior standing, Finance 352, FI 361, FI 365

471, 472. Finance Internship (1-3)

Cooperative course between the University and selected businesses to develop further professional training of finance majors. Combination of work experience and written reports. Pre-requisite: consent of Finance coordinator.

481. Special Topics in Finance (1-3) Per Semester

Provides either an in-depth study of a particular topic or broad view of several topics of current interest in the finance area. Topics may include, but are not limited to, commodity markets, agricultural finance, risk management, entrepreneurial finance, derivatives, hedging and speculation, futures markets, commercial bank management, and the financing of e-commerce. The course incorporates relevant experiential learning activities such as cases and field trips where appropriate. No more than three credits total are permitted for each student. Pre-requisites: FI 340, senior standing and consent of the instructor.

491, 492. Independent Study (1-3) Per Semester

Qualified seniors are encouraged to undertake an original investigation of a problem in finance. May include a written report and an oral examination. Credits earned in this course may apply to elective hours for the major that correspond to the subject matter of the research. Pre-requisites: consent of coordinator and instructor.

Minor in Economics

The minor in economics is available to students in the College of Arts and Sciences, the College of Professional Studies, and the College of Fine Arts who wish to identify an interest in economics and particularly in those areas that deal with matters of public policy. See the Tabor School admission requirements for additional information.

The minor consists of at least 24 credits in the department of economics and finance. The five required courses are Economics 100, 110, 310, 312* and 322*. In addition, the student must select 9 additional credits to be approved by the Coordinator of the Department of Finance and Economics.

**These courses are offered only every other year.*

Teaching Economics in Secondary Schools

See the social sciences major described in the Education Department section of this Bulletin.

Economics Courses (EC) (Credits)**100. Principles of Macroeconomics (3)**

Basic economic concepts and their application to problems of broad public policy, such as inflation, unemployment and international economic relations. The special role of the government in the economy through taxation, expenditures, monetary policy and regulation. Economic growth, development and different economic systems. A general education course. Pre-requisite: University mathematics competency (see General Education requirements).

110. Principles of Microeconomics (3)

Analysis of demand theory, costs, supply and prices in various market structures, including resource markets. Nature of market failures, externalities, and public goods.. Pre-requisite: Economics 100.

310. Managerial Economics (3)

Intermediate economic theory from the viewpoint of the firm. Application of economic analysis to demand forecasting, cost analysis, location theory, and the ramifications of competition in industry. Pre-requisites: junior standing, Accounting 240, Economics 110, and Mathematics 220.

312. Intermediate Macroeconomics (3)

Analysis of consumer, government and investor behavior as it relates to aggregate economic activity. Development of a mathematical model useful for analyzing policy impacts. Offered alternate years. Pre-requisites: Economics 100, 110, or consent of instructor.

322. Intermediate Microeconomics (3)

The theory of consumer and producer behavior. The impact of alternative market structures (monopoly, competition) on the efficient allocation of resources. Offered alternate years. Pre-requisites: Economics 100, 110 or consent of instructor.

450. Economics Research Project (3)

This course is used by students completing an economics research project under the direction of a faculty member on an individualized, one-on-one basis. In addition to the research project itself, the course requires an initial completion of a formal project proposal and a final oral presentation. Pre-requisites: Economics 312, Economics 322, or consent of instructor.

471, 472. Economics Internship (1-3)

Cooperative course between the University and selected businesses to develop further training of economics majors. Combination of work experience and written reports. Pre-requisite: consent of Economics coordinator.

Information Technology

Luann Stemler (Coordinator)

Information Technology Faculty

Full-Time: Luann Stemler

Major in Information Technology

The Information Technology (MIS) program provides the opportunity for students to obtain the skills to be a key player in building information systems to improve the business operations and decision-making of twenty-first century organizations. Information Technology students learn that in today's ever changing global business environment, the ability to collect, organize, store, and transform vast amounts of business data into accurate, timely, and understandable information has a significant impact on an organization's performance.

The Information Technology professional must have a thorough understanding of business principles, technologies, and methodologies to effectively create technological business solutions that address the operational and decision-making needs of organizations.

The Information Technology program is based on a balance of business fundamentals and of skills in the analysis, design, and implementation of information systems. The Information Technology student learns how to effectively lead and/or participate in cross-functional teams through courses that focus on interpersonal skills including problem solving, team building, and written/verbal communication.

The Information Technology student course of study includes theoretical and practical discussion of information technology, including the design and usage of databases, networking, information security, computer programming fundamentals, knowledge management, and other current topics. The Information Technology student will have opportunities to put classroom theory to practical use through course-based application problems, internships, and practicums.

It is anticipated that upon graduation Information Technology students will assume positions with titles such as business analyst, system analyst, information systems specialist, programmer analyst, or information systems consultant. As Information Technology graduates gain industry experience, they are likely to assume roles as managers or senior technical staff.

Learning Goals for the Information Technology Major:

- Students will be able to apply basic programming skills to solve simple business problems.
- Students will demonstrate their database competencies in designing and building a relational database of moderate complexity through database management system software.
- Students will use the System Life Cycle to develop a system design through the use of use case modeling and system modeling that will solve a moderately complex business problem; then develop a program from the modeling specifications in any program language.
- Students will be able to understand the basic concepts of security with regards to information access control in a network environment.
- Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet, intranet, and e-commerce.
- Students will organize and write user documentation, system documentation and IS reports in a language and style appropriate to the profession.

Requirements For The Major

Students majoring in Information Technology are required to take Computer Science 130, Computer Programming I, Computer Science 230, Computer Programming II, is highly recommended. Information Technology majors may also take other courses in the mathematics and computer sciences department as non-business and/or free electives.

In addition to the business core requirements, students majoring in Information Technology must complete the following courses:

CS 130: Computer Science I

MS 221, Introduction to Program Design and Development

MS 321, Systems Analysis and Design

MS 322, Systems Design and Implementation

MS 331, Networks and Data Communications

MS 370, Database Application Development

and choose 2 from the following list

MS 302, COBOL As a Second Language

MS 332, Information Systems Security and Control

MS 350, Web Programming

MS 470, Data Mining for Business Intelligence

MS 471, Information Technology Internship

MS 491, Seminar in Information Systems

Requirements For the Minor in Information Technology

Tabor and non-Tabor students may complete the minor in Information Technology. The minor requires the completion of the following courses:

MS 240 Organization Information System (3 hours)

MS 221 Introduction to Program Design and Development (3 hours)

CS130 Computer Science I (4 hours)
(Prerequisite: MS 221 Suggested)
MS 321 System Analysis and Design (3 hours)
MS 331 Networks & Data Communications (3 hours)
MS 370 Database Application Development (3 hours)

One of the following:

MS350 Web Programming (3 hours)
MS 302 COBOL as a Second Language
MS 332 Information Sys Security & Control

Information Technology Courses (MS) (Credits)

120. Introduction to Computers and Information Systems (3)

An overview of how computer technology is applied today in business. Topics include sharing information electronically, presenting information in the electronic age, and e-commerce and its impact in today's business world. Students will learn to apply these topics using popular software and business applications including, but not limited to, spreadsheet, presentation/graphic and World Wide Web applications. No credit for Management Information Systems 120 if the student has already taken Computer Science 110.

MS 221 Introduction to Program Design and Development (3)

This course introduces students to the processing of creating and implementing typical solutions to business problems requiring computer programming skills and understanding. The main focus in this course will be to help the student understand the basic concepts of computer programming emphasizing design over syntax in an Object Oriented Approach. The course is segmented into three sections: Section 1 emphasizes problem solving approaches and strategies; Section 2 is dedicated to conventional programming in Visual Basic.NET and Section 3 provides an introduction to the .NET Framework including database and web applications.

240. Organizational Information Systems (3)

An overview of functions and development of computer-based Information Technology. Focus on role of information systems in supporting operations, decision-making, and organizational strategy. Extensive hands-on experience developing microcomputer-based application systems. Pre-requisite: Information Technology 120 or consent of instructor.

302. COBOL As a Second Language (3)

Structured computer programming using COBOL, a language used primarily for business applications. Programming work includes programs which create business reports, single and multiple input file processing, indexed file processing, table handling, sub-program usage and sorting. Emphasis on COBOL as a file processing language. Application of structured programming techniques such as hierarchy charts and pseudocode. Pre-requisite: Information Technology 120. Recommended: Computer Science 130.

321. Systems Analysis and Design (3)

Advanced study of systems development and modification processes. Emphasis on strategies and techniques of analysis and design for modeling complex system requirements. Use of data modeling tools and object-oriented approaches to analysis and design. Emphasis on factors for effective communication and integration with users and user systems. Pre-requisite: Information Technology 221 or consent of instructor. Recommended: Computer Science 130. Cross-listed with Computer Science 321.

322. Systems Design and Implementation (3)

Focus on information systems design and implementation within a database management system environment. Design, implementation, and testing of a physical system using database management systems software to implement the logical systems design. Pre-requisite: Information Technology 321 or consent of instructor. Cross-listed with Computer Science 322.

331. Networks and Data Communications (3)

Introduction to concepts, terminology, and technology of electronic communications. Local and wide area networks; the internet, intranets, and extranets and client-server systems. Focus on the analysis and design of networking systems within organizations. Pre-requisite: Information Technology 221 or consent of instructor. Recommended: Computer Science 130. Cross-listed with Computer Science 345.

332. Information Systems Security and Control (3)

Focus on issues of risk, security, control, access, distribution, and use of information in computer-based information systems. Identification and clarification of privacy and access issues in information systems. Coverage of tools designed to evaluate levels of control in information systems. Pre-requisite: Information Technology 331 or consent of instructor. Cross-listed with Computer Science 333.

334. System Administration (3)

Introduction to System Administration concepts and duties, including installing and upgrading software and hardware, managing user accounts, establishing and maintaining internet services, and backup strategies. Scripting in various languages (Tcl/Tk, Perl, bash) will also be taught. Groups of students will be required to maintain their systems for the semester, and grades will be determined, in part, by system performance/user satisfaction. The emphasis will be on variants of the UNIX operating systems, but other operating systems will be discussed. Pre-requisite: Computer Science 230. Cross-listed with Computer Science 332.

350. Web Programming (3)

Advanced Java programming, concentrating on developing GUI applications, applets and servlets. Programming topics include: review of OOP, event handling, exceptions, threads, file I/O, and animation. Includes theory behind web-based protocols, including HTTP. Students will be required to set up and administer a web server for both applets and servlets. Pre-requisites: Computer Science 130 and Computer Science 230, or consent of Instructor. Cross-listed with Computer Science 350.

370. Database Application Development (3)

Focus on the database approach to information resource management and application development. Coverage of data modeling and tools for application development provided by database management systems. Project work using a full-featured database management system. Pre-requisite: Information Technology 221 or consent of instructor. Recommended: Computer Science 130.

381, 382. Topics in Information Systems (1)

Short mini-courses providing an intensive introduction to an individual software package or type of software package. Topics include both end-user tools such as graphics software or desktop publishing and Information Technology professional tools such as CICS or robotics. May be repeated; no more than 4 credits allowed for any student. Pre-requisite: Information Technology 240.

391, 392. Practicum in Computer Applications (1)

A supervised campus or community experience entailing work on one or several projects to support end-user computing. Projects include evaluating software packages for possible University purchase, developing and evaluating software documentation, providing training assistance to faculty in classroom settings, organizing and presenting workshops for other students on commonly used software packages, or providing assistance to an organization in implementing a computerized system. May be repeated; no more than three credits allowed for any student. Pre-requisite: Information Technology 240 and consent of instructor.

470. Data Mining for Business Intelligence (3)

An in-depth study of various aspects of data collection, data extraction, and knowledge discovery on the Web for e-business intelligence and other massive databases. Data mining is the process of automatic discovery of patterns, changes, associations and anomalies in massive databases. This course will provide an introduction to the main topics in data mining and knowledge discovery. Emphasis will be laid on the algorithmic and systems issues, as well as application of mining in real-world problems.

471, 472. Information Technology Internship (1-3)

A cooperative course between the University and selected businesses to develop further the professional training of Information Technology majors. Combination of work experience and written reports. Pre-requisite: consent of Information Technology coordinator.

491, 492. Seminar in Information Systems (3)

A topical seminar focusing on an advanced topic in information systems such as computer-based training. Topics will change yearly. May be repeated; no more than six credits allowed for any student. Pre-requisite: Information Technology 240.

Marketing

Jon F. Bibb (Coordinator)

Marketing Faculty

Full-Time: Jon F. Bibb, Michael L. Pettus

Major in Marketing

A marketing major prepares a student to enter a dynamic and exciting business field that deals specifically with generation of user satisfaction by providing consumers desired products or services in a timely and convenient manner. Success requires excellent communications skills and a solid analytical background. A marketing graduate is well equipped for a career in management and performance of functions that are among the most vital and interesting in the business arena. Because marketing centers on consumer knowledge and the design and management of strategies necessary to sell products or services to consumers, many of today's top executives began their business careers in marketing. No area offers a more varied set of career opportunities. Marketing careers are possible in all fields from banking to aerospace, retailing, wholesaling, or manufacturing; for both profit and not-for-profit organizations; and in such areas as sales, research, product design and management or promotion and advertising.

Learning Goals for the Marketing Major:

- Demonstrate the ability to forecast demand
- Understand the interrelationship of the marketing mix elements
- Understand how to integrate the various functional areas (e.g. R&D, production, labor relations, accounting, finance) of the firm with marketing.
- Understand how markets are created and sustained in a dynamic global marketplace.

Requirements for the Marketing Major:

The Marketing Major consists of 21 credits: a Marketing core (9 credits) and a student-selected Focus of Study(12 credits):

Marketing Core (Required courses):

MK 320, Marketing Research
MK 308, Consumer Behavior
MK 442, Marketing Management*

* ET400 Can be substituted for International Dual Degree Majors Only, if no external substitutes can be found or if Marketing Management is unavailable.

Marketing Electives: 6 to 12 Credits from the Marketing department courses.

MK 307, Advertising and Promotion
MK 310, Personal Selling
MK 324, Sales Force Management

MK 340, International Marketing
 MK 410, Internet Marketing
 MK 471/472, Marketing Internship
 MK 481-484, Special Topics

Focus of Study

Interdisciplinary Electives: 0 to 6 credits in courses outside of the Marketing discipline that augment, expand, or facilitate knowledge in the specific “Focus of Study.”

1. **Integrated Marketing:** CO 251, CO 3343, CO 306, CO 401, CO432, CO 456, AR 125, AR 210, ET 400; MK 307, MK 410 recommended
2. **Marketing Information, Analysis and Application:** MS 470, MA 304, SO 204, SO 221, ET 400 or ET 410; MK 324, MK 410 recommended.
3. **Marketing Management:** CO 306, CO 341, CO 344, CO 432, SO 382, MS 470, ET 400 OR ET 410; MK 324, MK 340 recommended.
4. **Selling and Sales Management:** TH 103, CO 401, CO 432, SO 204, MS 470, ET 400 or ET 410; MK 310, MK 324 recommended.

The Focus of Study is designed to help students develop an educational and career focus within marketing disciplines. Each represents and supports both traditional areas of educational concentration and differing directions that career paths often take in the marketing profession.

Marketing Courses (MK) (Credits)

300. Marketing Principles and Practices (3)

Provides essential background for marketing majors as well as a broad perspective to non-business majors. Deals extensively with theory and strategies relating to marketing’s four major functions: product, pricing, promotion and distribution.. Pre-requisites: Economics 100, junior standing.

307. Advertising and Promotional Strategies (3)

An applied study of fundamentals of promotions management and marketing communications. Uses tools such as promotional plans, advertising budgets, media purchasing, advertising goals and objectives to develop an understanding of promotion and advertising. Applications orientation provides ample opportunity for students to make decisions relating to advertising and promotion strategies. Pre-requisites: Marketing 300, junior standing.

308. Consumer Behavior (3)

Theoretical, interdisciplinary approach to consumer behavior - the core of modern marketing. The objective is a better understanding of consumer behavior which enables managers to effectively present products and brands in appealing and persuasive ways. Integrates complex theories of social and behavioral sciences with marketing mix elements. Prerequisites: Marketing 300, junior standing.

310. Personal Selling (3)

A “hands-on” approach focusing on industrial selling. Students are given an opportunity to blend communication skills with effective sales techniques. In-class role-playing and video sales presentations are stressed. Appropriate for individuals in all majors who have anything to sell, ranging from selling themselves in a job interview to selling a service like accounting, a product like a computer or an idea such as Planned Parenthood. In addition, students are exposed to the real world of selling through presentations by professionals and outside activities with local organizations. Pre-requisites: Marketing 300, junior standing.

320. Marketing Research (3)

Required for the marketing major and appropriate for any other major who will design, analyze or interpret survey research. Main thrust is integration of appropriate marketing research techniques into a real-world-problem-oriented project. Students develop skills in data analysis and interpretation as well as time management, interpersonal and presentation skills. The course is project driven. A local organization participates with students throughout the semester and the course culminates with a major oral presentation made to the firm’s executives and participating marketing research practitioners. An excellent elective for all business, social science, James Millikin Scholars and other students desiring to do survey research projects. Pre-requisites: Marketing 300, Mathematics 220, Information Technology 120, junior standing.

324. Sales Force Management (3)

The course focuses on the two major aspects of sales force management: Sales Analysis - sources and trends of revenue, compensation, cost assignment and profits, and territory analysis; and Personnel Decisions - motivation, recruiting, selection and training. The purpose of the course is to provide students an in-depth view of marketing’s most vital activity. Pre-requisites: Marketing 300, junior standing.

340. International Marketing (3)

Overview of global marketing strategies including assessing political and economic risk in making marketing decisions. Product adaptation, country of origin effects, international pricing, international advertising and international retailing strategies are covered as are international marketing research, bribery and corruption, and international consumer behavior. Students are required to study the marketing practices of developed and developing countries. Pre-requisites: Marketing 300, junior standing.

365. E-Marketing (3)

E-Marketing is designed to teach students how and where e-marketing strategies are utilized within an overall marketing strategy. The course will use actual marketing problems as a basis for developing student understanding. Students will be required to assess business-based problems and develop appropriate e-solutions that augment, supplement or supplant present marketing strategies. Pre-requisite: Marketing 300, junior standing.

442. Marketing Management (3)

A capstone course providing a synthesis of all marketing courses to provide a body of content and applications skills. Focus is upon integrating the different aspects of marketing disciplines. Develops the capabilities for the marketing student to effectively enter the marketing profession. Prerequisites: senior standing, Marketing 300 and nine credits in marketing electives.

471, 472. Marketing Internship (1-3)

Cooperative course between the University and selected businesses to further develop the professional training of marketing majors. Combination of work experience and written reports. Does not count toward the 15 credits in the major. Prerequisite: consent of Marketing coordinator.

481, 482, 483, 484. Special Topics in Marketing (1-3)

Provides either an in-depth study of a particular topic or a broad view of several topics of current interest in the marketing area. Topics may include, but are not limited to, purchasing, channel strategies, development of marketing thought, new product introduction, direct marketing, advanced research analysis, marketing modeling, advanced research analysis, marketing modeling, health care and services marketing. Course incorporates relevant experiential learning activities such as field trips whenever appropriate. No more than three topic courses permitted for each student. Like numbered courses may not be repeated. Pre-requisites: Marketing 300, senior standing, consent of instructor.

491, 492. Independent Study in Marketing (3)

Qualified seniors are encouraged to undertake an original investigation of a problem in marketing. May include a written report and an oral examination. Credits earned in this course may apply to elective hours for the major which correspond to the research subject matter.

Special Programs in the Tabor School

International Business Program for Tabor School Students

The International Business Major is designed to provide students the greatest possible opportunities to successfully embark on an international business career. The program requires that a student complete requirements for a functional major (Accounting, Entrepreneurship, Finance, Marketing, Management, or Information Technology). This satisfies industries' desire for functionally educated students. In addition the student develops a strong sense of cultural awareness and flexibility by living in Paris for a semester and taking courses at The Ecole Superieure de Gestion (ESG) and then working at an internationally-focused internship after completing their course work. This program will result in students being granted a Millikin University degree in both International Business and their functional area.

Students completing this program will also receive a business degree from ESG. Students will receive a degree in International Management.

The International Business Major is designed to meet the needs of our business partners and our students, to incorporate the best thinking about what an international program should provide, and to build on the Tabor faculty's belief that today's student must experience living and working internationally if they plan on as career International Business. Our partners specifically told us that while international study was important to them, it could not be at the expense of the learning associated with the functional major.

Student Learning Objectives for the International Business Major

- Students will successfully complete one of the functional majors: Accounting, Entrepreneurship, Finance, Management, Information Technology, or Marketing
- Students will experience growth from the study abroad experience in the following ways:
- Adapt to living and studying abroad in a foreign culture, where English is a second language
- Understand the significant role culture plays in accomplishing tasks while in a foreign country
- Develop independence and self confidence
- Develop increased sophistication and awareness
- Broaden personal and professional horizons
- Understand the implications of globalization
- Establish personal relationships with people from other cultures
- Be prepared to seek and effectively handle an overseas assignment within the first few years of employment.

This program will result in the student being granted a Millikin University degree in both International Business and their functional area. Students completing this program will also receive a business degree from ESGCI. The Ecole Superieure de Gestion in International Management.

Students should be aware that no Millikin financial aid is available for the Paris semester.

Requirements:

The International Business Major requires 142 credits, 4 1/2 years and consists of two major components, a functional major and two senior-level trimesters in international management at Ecole Superieure de Gestion (ESG) in Paris, France. During the second semester of the senior year, the student will enroll in the same curriculum all 4th year ESG students take. The ESG curriculum consists of from 12 to 15, 3-credit courses. The courses are taught in English or French. In addition, the student will complete the research paper required of ESG students.

Tabor School of Business students desiring to major in International Business would follow the present curriculum designed for any of the Tabor School's majors: Accounting, Entrepreneurship, Management, Information Technology, Finance, or Marketing. In addition to the courses required in each major, the student would be required to do the following:

1. Satisfy the Language option in the Millikin Program of Student Learning. Students placed in the 103,114, or 223 levels must take two courses. Those placed at the 300 level or above must take one course. Students may also demonstrate proficiency by passing a proficiency exam administered by the Department of Modern Language, by study abroad with non-English instruction, or by being a native speaker of a non-English language.
2. Take two of the four international-based courses offered in the Tabor School: FI 354 International Finance, MG 430 International Management, MK 340 International Marketing, or ET 410 International Business Consulting.
3. Complete the second and third trimester fourth year curriculum at ESG in Paris.
4. Complete the research paper required of ESG students.
5. Complete an internship that is international in nature.

Dual Degree Program for ESG Students

Students from Ecole Supérieure de Gestion (ESG) in Paris, France who have completed their second year of coursework may transfer to the Tabor School of Business and take an additional 35 hours of academic credit. This additional course work fulfills the requirement for the Bachelor of Science degree in Management from Millikin University. The curriculum was developed by ESG and the Tabor faculty to fill “gaps” in the ESG program with Tabor’s strong emphasis on the connections between theory and practice.

This dual degree program strengthens the value of these students’ education in several ways:

- An educational experience in the United States business environment is highly valued.
- ESG students need the opportunity to improve their decision-making and application based business skills. The Tabor School is particularly well equipped to help them develop these skills, as well as, team and presentation skills.
- It provides the students an opportunity to practice their English both in the classroom and in a business environment.
- It allows the students to develop a broad-based understanding of U.S. culture and its implications for business decisions.
- It enables the students to understand the connection of business theory to practice.
- It provides students a better understanding of the integration of the various business functions.

Admission procedures

A semester prior to entering the Tabor program a student must complete the following:

- Submit an Official Transcript translated into English
- Submit the current grade point average in U.S. based scale. A student must have a 2.75 grade point average for admission. Exceptions may be granted upon the recommendation of the ESG program director.
- Certify the number of credits that will have been completed by the date entering Millikin.
- Submit a TOEFL score of 550 written or 213 on the computer-based exam, or 79 on the internet-based exam, or submit a letter from the ESG international director attesting to the appropriate language competency.
- Submit to the Registrar an assessment of the courses completed and currently enrolled in which may fulfill the Millikin University general education requirements.

Note:

The Millikin University registrar will evaluate the student for acceptance and specify which courses, IF ANY, may be needed above and beyond the 35-credit degree program. The student must then either take the course(s) at Millikin or present evidence that the requirement has been fulfilled.

Upon completion of the above steps, the student’s application will be reviewed by the Office of Admissions through their international student admission process. At the end of the semester prior to attending Millikin, the student must present a transcript to verify acceptable completion of the semester’s work and to indicate how any other credit or grade point average problems have been addressed.

Requirements of the Program

The Dual Degree program requires students to complete 124 credits counting both transfer credits and those earned at Millikin University. The Millikin University portion must include a minimum of 35 credits. Additional credits may be required if the student has not successfully completed the expected freshman/sophomore courses. See admissions requirements above.

University Experience (total 13 credits)

Historical, Political and Social Context (10 credits)

IN 250 U.S. Studies (3 credits)

Fine Art, Sociology, Political Science and/or History electives or equivalent as approved by advisor (6 credits)

Cultural Event or Leadership or Court Games or equivalent (1 credit)

Communication (3 credits)

Courses relating to the Communications requirement deal with speaking or writing. Examples of the course satisfying this requirement include but not limited to the following courses. Choose one 3 credit course.

CO 310 Small Group

CO 341 Organizational Culture

CO 344 Leadership

CO 343 Communication and Conflict

CO 432 Intercultural Communication

Tabor School of Business courses (total 22 credits)

Managerial Component (10 credits)

MG 211 Career Lab

MG 321 Human Resource Management I or

MG 322 Human Resource Management II

MG 370 Operations Management
MG 450 Policy

Experiential Skills Component. (3 credits)

Choose ONE of the following:

ET 340 Foundations of Entrepreneurship
ET 360 The Art of Entrepreneurship
ET 440 Entrepreneurial Management

Other Tabor requirements (9 credits)

EC110 Microeconomics
MS 240 Organizational Information Systems
FI 340 Finance

The Art of Entrepreneurship Program

Design and sell your own products, develop markets, run a business, test your creativity in the market place, develop your skills in selection and display, understand art from multiple perspectives, and most importantly work with a dynamic group of students learning to run a business, The Blue Connection – a retail art gallery. If learning by doing interests you, then the A & E program is for you!

The 6-credit A & E program is designed to provide an integrated learning-based business opportunity, “The Blue Connection,” for art, music, theater, and business students to use as a laboratory to practice and understand creativity and entrepreneurship. The program capitalizes on the strength of two professional schools, the College of Fine Arts and the Tabor School of Business and is team-taught by faculty from both schools, as well as professionals from the field.

The Program’s three major goals are:

- To provide Fine Arts students the tools and experiences necessary to become self-sufficient
- To provide Business students a framework to develop, expand, and apply their creativity to the problems of a business based in the arts, and
- To establish a climate where true collaboration occurs between the fine arts and business students.

The A&E program focuses on understanding the process of creativity and provides experiential exercises designed to translate creative ideas into unique products or marketing venues. Students are then charged with evaluating the products and venues in terms of their potential profitability for The Blue Connection, the student run art gallery.

Courses in the Arts and Entrepreneurship Program (ET) (Credits)

ET 361, 362, 363 are a series of one-credit courses designed to develop the student’s management tools through study and practice. Approximately 1/3 of the ET 360 students will enroll in each course over three semesters. During each course the students will be responsible for implementing and managing the functions within The Blue Connection.

360. The Art of Entrepreneurship (3)

The course focuses on understanding the process of creativity and opportunity recognition in entrepreneurship and introduces students to the meaning and implications of ownership through their participation in the running and operating of a retail art gallery, Blue Connection. Learning is accomplished through a series of experiential exercises designed to translate creative ideas into unique products or marketing venues for the Blue Connection. This course is the foundation of the A & E program and is generally considered a pre-requisite for the three 1-credit courses listed below.

361. The Art of Entrepreneurship: Where Are You Going? (1)

A course where students in A & E develop and implement business strategy for The Blue Connection. This course develops skills in analyzing the business numbers and market information. The class then makes decisions about future products and markets based on this analysis. During the semester the students are actually applying their decisions to the business in conjunction with the other two management groups. Pre-requisite: ET 360 or consent of instructor.

362. The Art of Entrepreneurship: What Do The Numbers Mean? (1)

A course in which students learn how to measure the various business functions. During the semester they will collect and organize the numerical business data into reports that can effectively be used by The Blue Connection management to determine their best course of action. Pre-requisite: ET 360 or consent of instructor.

363. The Art of Entrepreneurship: How Do We Get There? (1)

A course designed to develop the skills necessary to run a business on a daily basis. It focuses on control, personnel management, customer relation skills, sales and promotion, and display and design functions. Pre-requisite: ET 360 or consent of instructor.

Masters of Business Administration (MBA)

The Millikin Master of Business Administration (MBA) is a unified curriculum focusing on preparing its graduates for positions of leadership in today’s complex business world. The program starts with values and ends with decision-making. It develops leaders who can analyze a business situation from different perspectives and then exercise the judgment and creativity across disciplines to create a solution.

The program is not about expertise in a narrow field. Instead it is about finding successful solutions where fields and functions intersect. The Tabor School teaches how to see those intersections, how to frame quantitative and qualitative questions, and how to articulate comprehensive answers to complex questions.

The Millikin MBA offers people who want to be leaders and managers practical, professional experience and training in areas such as skill building, team building and project management in an environment rich in creativity, collaboration and values. It is a student-oriented, challenging program with creative partnering among our faculty, alumni and the business community in an adaptive, entrepreneurial spirit.

Each class is deliberately small to be flexible and personal. Students will find a diversity of perspectives in terms of experiences—for profits/not-for-profit, size of company and type, including health care, processing, manufacturing, banking and family business. Students develop team relationships with faculty, business leaders, alumni and each other and emerge with a solid network within the regional business community. Graduates will leave the program with the skills and connections they need to succeed in leadership positions in an organization or run their own company.

Five Year Program for Millikin Business Students

Millikin University undergraduate business students may begin the MBA program in the last semester of their senior year. Students create an overlap with their undergraduate and graduate programs and earn their MBA with a fifth year at the University. The program is open to seniors with nine or fewer credits needed to complete the undergraduate degree.

In the spring (i.e. final) semester of their senior year, students enroll in the MBA program and take 6 credits at the MBA level while completing no more than 9 credits of undergraduate coursework.

Admission to the MBA program requires an application and GMAT test. Application should be made by the end of the junior year. Students interested in this five year program should consult with their advisor to ensure the proper sequencing of undergraduate coursework.

MBA Program Procedures

Ideal candidates for this MBA program are highly motivated professionals who seek leadership positions in an organization or aspire to run their own organization. We seek to admit driven individuals who will contribute to the learning experiences of others, and integrate theory with practice.

Academic and professional successes are important criteria for selection into the program. Applicants are evaluated on academic record, work experience, interview process and review by the Graduate Education Committee.

Qualified applicants for graduate study must provide evidence of good standing at the college or university from which they earned their undergraduate degree.

Application forms are available on line at <http://www.Millikin.edu/mba>.

Admission Requirements for U.S. and International applicants:

Admission and acceptance is on a rolling basis. All applicants must submit:

- a completed Application for Admission
- official transcripts from all undergraduate and graduate institutions attended.
- Graduate Management Admissions Test (GMAT) examination scores taken within the last five years
- a current resume
- a 1,000 word Statement of Purpose describing applicant's personal and professional goals.
- three letters of recommendation on letterhead from individuals who can comment on the quality of the applicant's education, work history, communication and leadership skills.

International students must complete "Admission Requirements" along with:

- official college transcripts (English version)
- an evaluation of those transcripts by ISES, a foreign credentials evaluation agency, and
- proof of English proficiency as evidenced by a minimum score of 550 on the TOEFL examination (Test of English as a Foreign Language).
- **Please contact** (ISES) International Student Education Services www.ises-inc.net for assistance with application process.
- International application requirements must be received no later than **August 1st** of each year.

CRITICAL DATES

Applications

- The program begins accepting applications **February 1st** of each year. No application fee is required.

Evaluations and Interviews

- Personal interviews and application evaluations begin **March 1st** of each year.

Admission and Acceptance

- Letters of acceptance and a formal invitation to join the program begin **April 1st** of each year.
- Deadline to complete all admission requirements is **November 1st** of each year.

Enrollment

- Students desiring to enroll in the program must have completed all admission requirements. Enrollment must be completed by December 1st of each year. Upon receiving an official letter of invitation, please contact the MBA office and submit a letter of acceptance to the program director.
- An enrollment fee of \$200.00 is required to complete the acceptance to the program. This fee will be applied towards program tuition.

Program Dates

- A new class begins in January of each year and ends in May of the following year (17 months).

MBA Curriculum Summary

501 Review & Development:

A business simulation model is utilized to refresh and develop business knowledge and skills in business disciplines including accounting, finance, marketing, and production.

Unit 1: Setting a Strong Foundation

Setting a solid foundation for managing and leading requires a strong set of values and an understanding of the diversity of cultures and business practices around the world. This unit focuses on understanding the ethical frameworks through which we see the world and on understanding the fundamental forces at play in the global economy.

510. Personal Values and Business Ethics

A fundamental building block of leadership is a strong code of ethics based on values. A leader's decisions require consistent judgments and a duty to follow the law of the land. This course examines the legal environment of business, the changing social context of business responsibility and the values and ethics of leaders.

520. Globalization and U.S. Business

The global context of business in an increasingly open market with diverse cultures and systems necessitates an understanding of how international markets and their cultures operate. You are challenged to expand your understanding of business to its international dimensions.

Unit 2: Understanding the Language of Business

Accounting and finance provide the basic language of business. Leading and managing in any business require good financial information and the ability to use that information to make decisions. This unit develops a solid foundation in understanding the accounting and financial accounts of an enterprise.

530. Introduction to Finance

Financial decisions are at the heart of the long-term growth of a firm. This course covers the basics of finance including the issues of capital financing, the significance of financial ratios, financial markets and the ethical responsibility of the firm to its financial stakeholders.

540. Accounting

This course is paired with Finance in order to develop an understanding of financial accounts including balance sheets, income statements and cash flow statements. In addition, this course develops the techniques and principles for measuring performance and monitoring costs for decision making. One focus is on taking apart complex cost structures and the use of this information to make good pricing and managerial decisions

545. Personal Development Practicum

Managing yourself is a pre-requisite to managing others. This practicum focuses on a manager's need to set goals, organize and plan activities, and manage commitments effectively.

Unit 3: Understanding the Language of Business

It is the information age. The organization, dissemination, and use of financial and marketing information within an organization provide an essential competitive edge for firms. This unit develops financial analytical skills and a solid understanding of marketing thinking.

550. Marketing Analysis and Management

This course covers essential marketing topics of distribution, place, profit, price, and promotion to set the stage for understanding some of the basic considerations in marketing and management strategy. Explore the ever-evolving exchange of information on the internet, the real-time connection with suppliers and customers and how it is leading to new methods of marketing products and services.

560. Cases in Strategic Financial Management

This course uses cases each class to develop a deeper understanding of the complex relationships involved in strategic financial issues confronting corporate management. The course integrates strategy, marketing, economics, accounting and finance. An integrated credit analysis and valuation model provides the foundation for the course.

565. Team Development Practicum

In the course of your career, the skills and attitudes you develop lead to positions of greater authority. Moving to supervisory and management roles is aided by an appreciation of how teams operate, how they can be encouraged or stifled and the rules for enhancing their performance.

Unit 4: Leading People, Managing Processes

Peter Drucker describes the majority of today's labor force as knowledge workers. Expanding levels of education, training, and income create a labor force much different from our industrial past. The emphasis on participation, balanced lives, and personal fulfillment elevates the role of leadership in organizations. Leading people and managing processes is a central theme of this unit.

570. Leading Organizations

Leading organizations is a people-centered activity highly influenced by the ethical values of leaders. Managers get the work of the business done through people by setting goals and executing action plans; leaders help motivate people by setting the compass of a

business, by creating a vision, setting values, and building bridges to the community, to ideas about the future and to internal stakeholders. This course examines leadership management and its ethical and valued-based foundation.

580. Production and Process Management

The lessons of international competition have accelerated the need for finely honed business operating systems. Managing inventories, designing production processes and maintaining quality control, have led to sustained continuous improvement in many businesses. This course examines operation and production and the methods for process management and continuous improvement.

585: Delegation and Supervision

Delegation is necessary in building a team. Training, development and feedback are part of the delegation process. This practicum focuses on the stages of delegation and situational leadership.

Unit 5: Business Decisions

Do you know a good business decision when you see one? While the principles of good decision-making are integral to the course throughout the MBA program, at this stage of development we step back from the individual areas of the business to examine how policies, strategies and decisions affect business performance. A more comprehensive view of business decisions, from the view of leaders, is the focus.

590. Strategic Management

Raising capital, planning growth, targeting/assessing acquisitions, setting quality levels, and a host of other business policy choices affect the ultimate success of a business. Unfortunately, for most of us the choices we make usually take a long time to play out, making it difficult for many of us to see the future impact of present decisions. There is no better teacher than experience, but there is no more costly education. This course seeks to tie together decisions and consequences through case studies and simulations.

600. Business Plans

As MBA students, participants have essentially set a personal goal of improving their business skills and acumen. This final project is designed to add one more integrating experience to business knowledge. By designing a business plan, each team of associates will bring together the elements of finance, marketing, management, leadership and ethics into a well thought-out plan.

605. Management and Leadership Values

Values are a self-fulfilling process. Studies indicate that the most successful managers believe that people are capable and willing to work hard. This practicum explores the issue of motivation and values.

610. International Immersion

The International Immersion is an intensive experience at a leading foreign graduate school in Europe or Asia. Students will take approximately 40 hours of instruction on issues of international business designed to raise the understanding of business practices outside the US. This on-location experience will:

- Expose students directly to the culture, business practices, and leadership attitudes outside the United States
- Help prepare students for overseas assignments with their company
- Expose students to the thinking and beliefs of internationally known professors and international business executives

Details outlining MBA Policies and Procedures are available at our website: <http://www.millikin.edu/tabor/mba/default.asp>
For additional information, please contact the Tabor School of Business (217) 424-6285

Honors Programs

Director Michael O'Conner • (217) 424-5096

Mission Statement of the Honors Program

The Honors Program is an interdisciplinary community of scholars that provides students additional opportunities to reach their potential by challenging them intellectually and preparing them for lives of integrity, value and professional success. Based on the belief that excellence requires engagement, the program seeks creative avenues for integrating theory and practice, enhancing critical thinking, examining ethics and values and fostering the development of better citizens and successful leaders.

Goals of the Honors Program

The Program will:

- afford intellectually curious students a forum for an interdisciplinary and collaborative exchange of ideas through distinctive approaches to learning;
- afford intellectually curious students a forum for an interdisciplinary and collaborative exchange of ideas through distinctive approaches to learning;
- enable students to conduct substantial self-directed research, working closely with faculty mentors;
- engage students in service to enrich the campus and larger community;
- and prepare students to experience personal and professional success beyond Millikin.

Hallmarks of the Millikin Honors program:

- Small, engaging seminars with our honors students and faculty
- Innovative courses with experimental pedagogy
- Interaction with campus leaders among students, faculty, and administrators
- Independent scholarship, under direction of faculty mentors
- Diverse methods of inquiry, drawn from multiple disciplines
- Creative pursuits that encourage risk taking
- Service contributions during each year of the program
- Flexibility in individualized plans of study

General Overview

Millikin's has a **2 + 2 Honors Program** structure. Students during their freshman and sophomore years are designated as **Honors Scholars**. At the end of the sophomore year, students can choose to apply to become **James Millikin Scholars** during their junior and senior years.

The Honors Program invites applications from entering freshmen who rank in the upper 10 percent of their high school graduating class and achieve an ACT composite score of 27 (SAT combined verbal and math of 1150) or above to become **Honors Scholars**. A written application and personal interview are required of each applicant. Application forms may be requested from the Office of Admission. The interviews are conducted as part of the Presidential Scholars selection process in the winter and spring. Honors Scholars qualify for a significant scholarship each year they maintain a cumulative grade point average of 3.4 out of 4.0 and complete required coursework. Students with demonstrated financial need beyond this amount, as determined by the Free Application for Federal Student Aid (FAFSA) and/or the Illinois State Scholarship Commission, could qualify for additional scholarship awards.

Established in 1974, the **James Millikin Scholars (JMS)** Program offers opportunities for independent study and research to junior and senior students. Any qualified sophomore student may apply for the JMS Program. An essay, a personal interview, and faculty recommendations are required of all applicants. James Millikin Scholars will be selected by the Honors Committee and JMS interviewers. A limited number of applicants are chosen each year. James Millikin Scholars must be capable of outstanding academic performance, demonstrate intellectual curiosity, be willing to take academic risks, and be strongly motivated for study at the college level. Students must maintain a cumulative grade point average of 3.5 out of 4.0 and complete required coursework to remain in the JMS Program.

The **Presidential Scholars Program** was established in 1984 as the University sought to identify students who combine outstanding academic records with service to their communities (broadly defined) and leadership in community and school activities. Students chosen as Presidential Scholars receive full-tuition scholarships. The application process is the same as for freshman Honors Scholars. Presidential Scholars automatically enter the JMS Program at the end of the sophomore year and must maintain a 3.5 cumulative grade point average throughout their years at Millikin.

Outline of the Honors Program

Honors Scholars follow the Honors curriculum presented here for the First and Second Years of the Honors Program. James Millikin Scholars who were Honors Scholars previously at Millikin follow the Honors curriculum presented here for the First, Second, Third, and Fourth Years of the Honors Program. They do not follow the University Studies portion of the Millikin Program for Student Learning curriculum presented elsewhere in the Bulletin. In addition, they are responsible for all their appropriate school and division requirements, as well as for all required courses for the major.

James Millikin Scholars who were not previously Honors Scholars at Millikin or who did not transfer in to Millikin as part of a recognized articulation agreement with other institutions that have honors programs, must still complete all University Studies curriculum requirements for the Millikin Program for Student Learning, except for the off-campus learning requirement. This requirement will be fulfilled by service components of the JMS Program. In addition, they are responsible for all their appropriate school and division requirements, as well as for all required courses for the major. They must also complete the curriculum presented here for the Third and Fourth Years of the Honors Program.

Students who are removed from or drop out of the Honors Scholars or James Millikin Scholars programs must revert to the regular requirements for the Millikin Program for Student Learning University Studies curriculum.

First Year: Honors Scholars/Presidential Scholars

Theme: Discovering Scholarship (12 Credits)

First Semester: (6 credits)

- IN 183 Freshman Honors Seminar (including First Week)-cohorting with
- IN 150 Honors Critical Writing, Reading and Research I
- Scholarship Assistantship (Optional program, for 60 hours per semester)

Second Semester: (6 credits)

- IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar

Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207).

- IN 151 Honors Critical Writing, Reading and Research II

Culminating Event: Honors Scholars Conference

First-Year Honors Scholars and First-Year Presidential Scholars will present their research in a conference open to the University Community.

Second Year: Honors Scholars/Presidential Scholars

Theme: Exploring Scholarship (6 credits)

First Semester: (3 credits)

- IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar

Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207).

Courses may not be repeated.

On-campus service learning component through the second year.

Second Semester: (3 credits)

- IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar

Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207).

All Honors students will do on-campus service learning

Culminating Event: Celebration of selection into JMS

Third Year: James Millikin Scholars/Presidential Scholars

Theme: Engaging Scholarship (5-11 credits)

- IN350 Global Studies course: non-Western emphasis outside of major (not an honors course)
- IN 491 Honors Project (total six credits over two years)
- IN 492 Honors Seminars (one credit each semester)

Culminating Event: Juniors will present their Honors Proposal, at an Honors Community event.

Fourth Year: James Millikin Scholars/Presidential Scholars

Theme: Demonstrating Scholarship (5-8 credits)

- IN 491 Honors Project (total six credits over two years)
- IN 492 Honors Seminars (one credit each semester)

Culminating Event: Seniors will present their honors projects at Senior Recognition Day, which is open to the University Community.

Total Hours Required in Honors Program: 31

Other Components of the Honors Program

Service: Service-learning experiences are included in each of the four years of the program.

Off-Campus Experience: The University-wide requirement for off-campus experience will be satisfied through the service components of the Honors Program. Any additional off-campus experience required by the major must be completed by the honors student.

Honors Courses (IN) (Credits)

IN 183. Freshman Honors Seminar (3)

(Including First Week) cohorting with Interdisciplinary 150, Honors Critical Writing, Reading, and Research I. The topics of these paired courses will vary from year. The two courses will be linked by skills, assignments and/or content. The major focus of these first semester courses is the development of a student research interest. The courses will involve considerable writing of a variety of types. Students will begin to examine research from a variety of disciplines within the context of the seminar.

IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar (3)

Taken simultaneously with Interdisciplinary 151, Honors Critical Writing, Reading, and Research II.

Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207). Courses may not be repeated. There will be numerous opportunities for the students to share their research and critique the research of others.

Second Year - First Semester IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar (3)

Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207). Courses may not be repeated.

Second Year - Second Semester IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar (3)

Students will complete 3 different seminars in the following areas by the end of the sophomore year: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207). Courses may not be repeated.

IN 491. Honors Independent Project (6)

This course is used by students completing an honors proposal and project with a faculty mentor on an individualized basis. A student works with an advisor on a one-to-one basis from proposal writing, to the final project, to the oral presentation of the results. The hours may be distributed according to a plan approved by the project advisor, the academic advisor and the Honors Director.

IN 492. Honors Seminar (1)

Seminars will allow students to meet and discuss progress on the honors project and to integrate materials from a variety of courses. This seminar is designed to help students work to develop projects, give them a forum for sharing research ideas/problems/questions, allow them to make connections among courses and keep ties with their honors peers.

Information for Students Not Continuing into JMS or Not Completing the Honors Program

1. For students not continuing into the JMS Program, three courses taken in the first year (IN183, IN150 and IN151) will replace University Seminar (IN140) and Critical Writing Reading and Research I and II. Honors students who do not continue in the JMS program, however, must fulfill University Studies requirements in order to be eligible for graduation. Honors Seminars may sometimes be used to satisfy one or more of the following University, Division or College requirements, including:
 - (1) Depending on course content, many IN206 Social Science Honors Seminars may fulfill the US Studies requirement.
 - (2) IN202 fulfills the Fine Arts requirement.
 - (3) Depending on course content, IN203 may fulfill the literature requirement for BA students, the historical studies requirement for A&S students, or part of the Cultures track for Track C students.
 - (4) IN204 fulfills the Natural Science requirement, depending upon course content.
 - (5) IN206 fulfills the Social Science requirement for A&S students, if not being counted as US Studies.
 - (6) IN207 fulfills the quantitative reasoning requirement, depending on course content.
 - (7) Courses not meeting one of these requirements may be used as an elective.
2. JMS students must fulfill JMS requirements and not University Studies requirements. Students who withdraw or are removed from the JMS program at any time will use the honors courses to replace comparable courses in the Millikin Program of Student Learning or other courses (on a course-by-course basis) as deemed appropriate by the student, the advisor, the Honors Director and the Registrar. These students must then complete all requirements of the Millikin Program of Student Learning not replaced by honors courses.

Dean's List and High Dean's List Designations

The Dean's List is announced each semester and contains a listing of Millikin students whose grade point average for that semester is 3.5 or better. Students must carry at least 12 graded credits to qualify for this honor. Students earning a 4.0 grade point average are listed on the High Dean's List.

Graduation Honors Designations

Graduation honors are based on all college work attempted with at least 33 credits earned in residence at Millikin. Highest honors (summa cum laude) require an average of at least 3.8 for all credits attempted. Magna cum laude requires at least a 3.65 grade point average, and cum laude requires at least a 3.5 grade point average.

International Study Programs

Millikin University International and Global Studies Major

Dr. Eduardo Cabrera (Coordinator)

Learning goals

- Students will demonstrate awareness of contemporary international events and an appreciation of the culture/s of other countries.
- Students will develop the ability to analyze international problems and change from the perspective of different countries.
- Students will demonstrate an ability to analyze subtle interactions of politics, history and culture that take place within the international system.
- Students will demonstrate an ability to do research on international issues.
- Students will develop the ability to analyze and compare the responsibilities of citizenship from a local, national, and global perspective while studying in a foreign country.

International and Global Studies Major

An international and global studies major consists of a minimum of 36 credits, including the following seven courses:

An English course on International or Global Literature

International Studies IN410, Senior Capstone

Political Science 100, Introduction to Political Science

Political Science 221, Introduction to International Relations

Philosophy 200,300 Ancient World Wisdom

Two courses thematically dealing with international History

A minimum of 3 credit hours, out of the 36, should be taken in a study abroad course.

To complete the major core requirements, students should choose electives from the following list. These electives must total at least 15 credits and should be taken from at least three disciplines.

Art 302, European Art: 14th through 18th Century

Art 303, Modern Art: 19th and 20th Century

Art 305, Non-Western Art History

Biology 130, Environmental Biology

English 210, Business and Professional Writing

English 241, Western Classical Traditions: Literature, Rhetoric and Culture

Finance 354, International Trade and Finance

Global Studies, IN 350

History 202, Rise of Modern Europe (1700 to the Present)

History 320, Topics in European History

History 340, Topics in Non-Western History

History 360, Topics in Global History

Management 410, Entrepreneurial Consulting: An International Experience

Management 430, International Management

Marketing 340, International Marketing

Philosophy 201,301 The Golden Age of Greece

Philosophy 203,303 The Modern World (17th-18th Century)

Philosophy 204,304, The Contemporary World of Philosophy (19th-21st Century)

Philosophy 381, Seminar in Philosophy (depends on content)

Political Science 220, Current American Foreign Policy

Political Science 320, International Law and Organization

Political Science 321, Global Issues

Political Science 324, Politics of the Developing World

Political Science 322, Topics in Comparative Politics

Political Science 323, Topics in World Politics

Sociology 310, Racial and Ethnic Group Relations

Sociology 330, Sociology of Gender

Spanish 303, Culture of Spain

Spanish 304, Culture of Latin America

Spanish 321, Survey of Spanish Literature

Spanish 323, Survey of Latin-American Literature I

Spanish 324, Survey of Latin-American Literature II

Spanish 330, Spanish for Business

Spanish 350, Study Abroad in Spanish

IN410 International Studies (3)

Senior capstone course required of all International and Global Studies majors. This final course provides an opportunity to reflect upon the skills and knowledge acquired in previous classes dealing with international issues. An international topic is analyzed from different academic perspectives.

International and Global Studies Minor

Dr. Eduardo Cabrera (Coordinator)

An international studies minor consists of a minimum of 21 credits, including the following 3 courses:
International Studies 410, Senior Capstone (last course for the minor)
Political Science 221, Introduction to International Relations
One course thematically dealing with international History
A study abroad course is strongly recommended.

To complete the minor core requirements, students should choose electives from the following list. These electives must total at least 12 credits and should be taken from at least 2 disciplines.

Art 302, European Art: 14th through 18th Century
Art 303, Modern Art: 19th and 20th Century
Art 305, Non-Western Art History
Biology 130, Environmental Biology
English courses on International or Global Literature
English 210, Business and Professional Writing
English 241, Western Classical Traditions: Literature, Rhetoric and Culture
Finance 354, International Trade and Finance
Global Studies, IN 350
History 202, Rise of Modern Europe (1700 to the Present)
History 320, Topics in European History
History 340, Topics in Non-Western History
History 360, Topics in Global History
Management 410, Entrepreneurial Consulting: An International Experience
Management 430, International Management
Marketing 340, International Marketing
Philosophy 201/301 The Golden Age of Greece
Philosophy 203/303 The Modern World (17th-18th Century)
Philosophy 204,304, The Contemporary World of Philosophy (19th-21st Century)
Philosophy 381, Seminar in Philosophy (depends on content)
Political Science 220, Current American Foreign Policy
Political Science 320, International Law and Organization
Political Science 321, Global Issues
Political Science 324, Politics of the Developing World
Political Science 322, Topics in Comparative Politics
Political Science 323, Topics in World Politics
Sociology 310, Racial and Ethnic Group Relations
Sociology 330, Sociology of Gender
Spanish 303, Culture of Spain
Spanish 304, Culture of Latin America
Spanish 321, Survey of Spanish Literature
Spanish 323, Survey of Latin-American Literature I
Spanish 324, Survey of Latin-American Literature II
Spanish 330, Spanish for Business
Spanish 350, Study Abroad in Spanish

Off-Campus Study: International Programs

The Center for International Education (CIE)
Stephen Fiol, Director
Carmen Aravena, Assistant Director
Kate Blackburn, Coordinator for International Student Services

General

Mission: *Consistent with Millikin's Mission to prepare students for democratic citizenship in a global environment, the Center for International Education will prepare Millikin students and faculty for productive engagement in the global society of the 21st century.*

Millikin University offers a number of ways for its students to study and learn outside of the United States borders throughout the year, and get Millikin University academic credit for doing so.

Students who wish to participate in international semester study through Millikin University must be at least 18 years of age or have parental consent. If Millikin aid is applied to a semester study abroad experience, students must have completed their most recent 12 credit hours of study on campus at Millikin University and must also return to campus for an additional 12 credit hours of study after the semester abroad. Exceptions to this policy must be approved by the Director of the CIE.

Only students who are in good financial standing with the Business Office will be accepted for semester international study. Many semester programs also require achievement of a minimum cumulative grade point average (usually 2.5 or better). Students may also choose to study abroad through various faculty led immersion courses offered annually during the Winter break or during the summer.

All Millikin students who travel outside of the United States on any and all Millikin-related programs of whatever length must obtain an International Student Identity Card (ISIC) prior to travel. The ISIC card is available through the office of the CIE, or in some instances, through the particular program such as IES.

Fees

1. Semester study abroad:

- Students pay the greater of either Millikin's or the external program's tuition for full Millikin University credit. Millikin will bill the student for the applicable charge.
- For room and board, students pay whatever the program charges. Millikin bills the student for the applicable charges.
- Students studying abroad for a semester will also be billed an International Studies program fee of \$200.
- Students pay any additional fees applicable to a specific program. Millikin bills these charges to the student unless otherwise specified by program.
- Students studying abroad do not pay Millikin University campus activity, health and technology fees, unless specified by a particular program.
- Housing arrangements will vary with individual programs, and may include dorm and/or apartment living, and/or stays with carefully selected local families.

Financial aid

All federal and state aid (loans and scholarships) may be used for off-campus study, as specified by individual aid programs. Millikin aid may be used for one semester of off campus study, whether in the US or elsewhere, once during a student's time at Millikin as follows: 100% for Millikin programs and semesters with Millikin faculty, 75% for affiliated and other approved semester programs, and none for exchange semester programs or for programs that will not bill the student through Millikin University. "Millikin aid" includes all scholarships, awards, waivers, and other Millikin University financial contributions. Other financial aid (scholarships or loans) applies as specified by granting agency.

The International Fellows Program offers financial assistance to a select number of individuals who wish to study abroad either for a semester or through an international immersion course. Selection is based on quality of the application and on documented financial need. Application information is available from the CIE and on the CIE web site.

Millikin student participation in any off-campus program may be competitive, depending on 1) levels of Millikin student interest in these programs in any one semester as well as on 2) available institutional financial support for international study abroad. To that end, students may be asked to submit as part of their study abroad applications a written rationale for their proposed study abroad experience.

If necessary, selections for participation will then be based on several factors, including but not limited to the significance of international study to the student's degree program and career plans as expressed in the student's essay. The CIE will make participation decisions with input from the Registrar and the applying students' advisor(s).

2. Immersion Study Abroad:

No financial aid is available for immersion courses, however, financial assistance may be possible for select individuals through the International Fellows Program (see above). Fees will vary according to each individual course and will include such things as airfare, in-country travel, food, lodging etc. Students are required to sign a financial contract with the faculty member responsible for the course.

Millikin University does not make or pay for travel arrangements for Study Abroad programs, unless this is explicitly included with a particular program.

Students interested in studying abroad should contact the CIE for additional information and application materials. Also unless otherwise specified, deadlines for submitting applications for semester study abroad to the CIE is March 1 for the following Fall semester and October 1 for the following Spring semester. All Study Abroad applications must be approved by the student's academic adviser and by the Registrar.

International Immersion Courses

International immersion courses are administered through the Immersion/Summer School office located in the ADM-Scovill Hall. Millikin faculty members offer a variety of international immersion courses at varying times, typically during Winter break, May, and the Summer. Locations in the recent past have included South Africa, Argentina, Ecuador, India, Taiwan, Spain, Mexico, France, England, Ireland, Italy, Poland, the Dominican Republic, China, Vietnam, Chile, and Costa Rica. All immersion courses have published registration deadlines and typically require a deposit to confirm participation in the class. Information about these programs can be obtained from the faculty involved as well as from the CIE, Immersion/Summer School Office and the international website. Application is typically to the respective course instructor.

Millikin Exchange Programs

Over the years, Millikin University continues to develop unique relationships with selected international programs for the purposes of making these available to Millikin students interested in semester-long study abroad. Millikin University faculty and/or staff personally investigate and verify the value of these programs as Millikin University academic offerings and for Millikin University academic credit.

The most current list of available Millikin exchange programs can be found on the International Programs web site (www.millikin.edu/international/). Note that particulars in the *General* section above apply to all programs. The available programs include but may not be limited to:

Ecole Superieure de Gestion et Commerce International (ESGCI)

Tabor School of Business maintains an exchange with ESGCI in Paris. Students may select to participate in semester or a year-long dual degree program. These programs allow students to spend a semester or year in Paris taking business courses, as well as language and culture courses. More detailed information, including about the TSB/ESGCI dual degree program, can be found under "Special Programs in the Tabor School" elsewhere in the Bulletin.

Instituto Cultural Dominicano-Americano, Dominican Republic

Millikin students may study at the Instituto Cultural Dominicano-Americano, Santo Domingo, for an eight-week period from early June to early August, or spend a semester studying intensive Spanish and becoming immersed in this culture. English language courses in Dominican culture, history and politics, as well as four levels of Spanish language are available for credit. In addition, internships and service learning credits are available.

Centro Studi Italiani, Urbania, Italy

Millikin students interested in intensive Italian language study may spend a semester in Urbania taking 12 credit hours of Italian and living with an Italian family. Additional credits for an independent study may be arranged.

Tunghai University, Taiwan

Millikin and Tunghai University in Taiwan have an exchange agreement that allows students to study for a semester or year at the other institution. Tunghai University, founded in 1955, encourages a well-rounded general education program rather than specialization. In addition to regular lectures and seminars, Tunghai sponsors a performing Arts Festival that draws large crowds every year from the campus and surrounding community. Many classes are taught in English, although the student will be encouraged to study Mandarin as part of their academic program at Tunghai.

Finis-Terrae Universidad, Santiago, Chile

Millikin and Finis-Terrae University have an exchange agreement which allows for students to study for a semester at the other institution. A wide range of academic programs including the performing arts are available to students who are fluent in Spanish. For other students Spanish language study would be an expected part of their program.

Semester abroad led by Millikin faculty

These programs, which includes intensive use of the locale itself as part of the educational experience, will be offered occasionally for groups of up to 20 students. Past locations have been London and Thailand.

British Exchange Initiative/Irish-American Scholars Program

This program is limited to business majors. Students may apply to attend one of several institutions in Northern Ireland through this exchange initiative. Specific requirements apply in relation to GPA and application deadline. The application committee in Ireland is responsible for the specific university to which the Millikin student is assigned.

The Subsidiary Experimental School of Northeast Normal University, Changchun, China

Millikin students may complete student teaching at this institution. January and summer immersions are also available to students of all majors to teach English to middle and high school age Chinese students.

Changchun University of Chinese Medicine, Changchun, China

This large medical campus offers both traditional and Western medical classes. Millikin nursing students can attend this institution for a semester and study Chinese language and culture as well as studying traditional Chinese medicine. Summer immersion classes in traditional Chinese Medicine are also offered to students in the fields of nursing, pre-professional science, and exercise science.

China Medical University, Taichung, Taiwan

This large medical campus offers both traditional and Western medical classes. Millikin nursing students can attend this institution for a semester and study Chinese language and culture as well as studying traditional Chinese medicine. Summer immersion classes in traditional Chinese Medicine are also offered to nursing students.

Pontificia Universidad Catolica Maestra Y Maestra, Santiago, Dominican Republic

Considered the finest university in the Dominican Republic, PUCMM offers a wide range of classes for international students. A special semester long program has been developed for Millikin elementary education students which combines language study, English as a Second Language instruction, and individualized teaching experiences in local public schools. Typically undertaken during a student's junior year, the program includes a total of 15 credits during the semester. Further information can be found in the Teacher Education Program section of the Bulletin. Interested students should contact the School of Education

Gunghua School of Management, Peking University, Beijing, China

A two week intensive capstone program is offered to Millikin's MBA students during the Spring semester.

Affiliated Programs

Millikin University recognizes that some students will require study abroad programs other than the Millikin programs above. To serve that need, the University has initiated arrangements with select other organizations as follows. Millikin will handle payments to affiliated programs, billing Millikin students as specified under "Fees" above. For affiliated programs, no more than 75% of Millikin aid may be applied to the semester abroad.

The particulars in the *General* section above apply to affiliated programs.

Huron University, London, UK

Huron University is a small international university offering programs in Business Administration, Communications, Humanities, International Relations, and Studio Art. The campus is located in the middle of the Bloomsbury district of London, within easy reach of many museums, theatres, and other cultural attractions. Huron students have access to many of the resources of nearby London University schools. Application to Huron University is made through the Director of International Programs.

Université Paul-Valéry in Montpellier, France

Through an arrangement with the Learning Abroad Center at the University of Minnesota, Millikin University students can study at Paul Valéry University (Université Paul-Valéry), the liberal arts division of the University of Montpellier. This program offers options for students at the beginning, intermediate and advanced French language levels to study French language and culture. Regular courses from across the curriculum at the University of Montpellier are available to advanced students. Application to Université Paul-Valéry in Montpellier, France is made through the Director of International Programs.

Institute for the International Education of Students (IES)

To provide additional study abroad opportunities for Millikin students, Millikin University has affiliated with the Chicago-based Institute for the International Education of Students (IES). IES, a consortium of more than 150 highly selective U.S. colleges and universities, is a global non-profit educational organization with programs in 22 cities throughout Asia, Australia, Europe, and South America. The affiliation with IES permits upper-level Millikin students to study abroad at a broad range of IES worldwide.

To participate in IES programs, the Millikin student must meet IES admission requirements including a 3.0 or better cumulative grade point average, and must have proficiency (usually defined as having successfully completed a Modern Languages 301 or equivalent level course) in the language of instruction of the program. In those cases where English is the language of instruction, there is no foreign language proficiency requirement.

Students can apply for scholarships from IES for study with an IES program, in addition to any other financial aid received. Application for IES programs is made through the Director of International Programs.

Webster University International Campuses

Millikin is an Affiliate Member of Webster University in St. Louis, MO. This affiliation allows Millikin students and faculty access to Webster campuses in Geneva (Switzerland), London (England), Vienna (Austria), Leiden (the Netherlands), and Hua Hin/Cha-am (Thailand). Classes are taught in English and are available in most majors.

Other Off-Campus study options

Millikin also recognizes that a number of other quality Study Abroad programs exist which may be beneficial to its students, and makes some provision for Millikin student participation in such programs.

Should a student wish to study off campus in a program other than those previously named, in addition to other application materials, the student must supply descriptive materials of the program as well as particulars of the courses intended to earn Millikin academic credit. These materials should be submitted to the CIE, which, in conjunction with the Registrar, and the Director of Financial Aid will consider approval of the proposed semester for the purposes of transferring academic credit and of applying federal and state aid. Such approval, though likely, is not guaranteed.

Note that for any Millikin financial aid to apply for an “other” semester abroad, the sponsoring program or educational institution must bill Millikin University, which then in turn will bill the student. It will be up to the student to assure and facilitate this billing arrangement. In no case will Millikin directly reimburse a student for any financial aid. No more than 75% of Millikin aid may be applied to any “other” semester abroad.

The particulars in the *General* section above apply to all programs.

Special Academic Programs

Edge Program

Candace Baker (Program Coordinator)

The Edge program is designed to assist first-year students in adjusting to the demands of college-level academics. Through the Edge program, select first-year students gain:

- Exposure to the academic skills vital to collegiate success.
- Increased self-confidence through early academic achievement.
- Connection to campus resources.

The Edge program includes a classroom component as well as extensive advising during the first year. During the Edge course, students focus on an academic discipline while developing the academic skills necessary for first-year success. In addition, faculty and staff engage the Edge students in extensive follow-up, incorporating frequent contact at critical times during the first year. Under the supervision of peer mentors, Edge students also complete academic and co-curricular activities designed to engage them to the campus community.

Participation in the Edge program is by invitation only. For more information, please contact the Office of Academic Development.

Edge Courses (IN) (Credits)

112. Edge Topics 1 (1-3)

Specialized topics determined by the discipline and expertise of the faculty teaching the course. Studies skills and college transition issues will be integrated into the course. Pre-requisites: incoming freshman and permission of the instructor.

113. Edge Topics 2 (1-3)

Specialized topics determined by the discipline and expertise of the faculty teaching the course. Course may be repeated for credit if topic is different from those previously taken in IN112 or IN113. Pre-requisite: permission of the instructor.

Gender Studies Minor

Karla Luxner & Purna Banerjee (Co-coordinators)

The Gender Studies minor allows students to explore issues of gender in a larger, more comprehensive context. By allowing students to take courses from a variety of disciplines, students are able to see the relationship among seemingly disparate areas of knowledge. The minor consists of 21 credits, approved by a committee, and taken over the student's tenure at Millikin University. These courses can be drawn from all schools, divisions and departments of the University.

The following courses are some of the options acceptable for inclusion into this minor:

Communication 332, Gendered Communication
English 220, Literary Topics: Major Women Writers
History 250/350, Women in Power
Nursing 400, Parent-Child Nursing
Political Science 335, Gender and Law
Sociology 351, The Family
Sociology 330, Sociology of Gender
Theatre 334, Seminar: Feminist Dramatic Literature

In addition, several courses offered through the JMS honors program have been accepted for the minor and allow selected non-JMS students to take these courses:

Interdisciplinary 186, Social Science Honors Seminars: Communication About Sexuality, Partnership, or Women in the Workplace

Finally, specific departments may offer special courses examining these issues, either under topic courses, such as Political Science 360, Topics in Political Science: Women and Politics, or by increasing gender-related material in existing courses. A committee evaluates proposed courses for the minor and publishes a list each semester.

Interdisciplinary Courses (IN) (Credits)

120. Cultural Events Seminar (1) Students earn credit for attending their choice (within categories) of selected concerts, recitals, plays, films, lectures, art exhibits, etc. In addition, students attend pre-event introductions presented by Millikin faculty members. The course objective is to expose students to a variety of campus events to expand students' awareness, understanding and appreciation of the fine arts. May be repeated three times for credit (for a maximum of four credits).

140. University Seminar (3) Fall semester freshman year. This course is an introduction to academic inquiry at the college level. Seminar topics vary across sections. Each section engages students in critical and ethical reasoning, includes a service learning component, and addresses specific orientation topics.

150. Critical Writing, Reading, and Research I (3) Fall semester freshman year. Course is designed to develop students as critical writers, readers, and researchers. Emphasis is placed on writing and reading as the path to critical thinking. Students are asked to read and critique texts actively, deliberately, and carefully, to write polished, informed essays for personal, public, and/or specialized audiences, and to reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities, and the world. Library research component is introduced and integrated into the course. Section offerings vary in approach.

151. Critical Writing, Reading, and Research II (3) Spring semester freshman year. Course is designed to position students as successful writers, readers and researchers as they move into advanced coursework. In addition to continuing to develop reading and writing skills introduced in the first semester course, students will be asked to conduct research to participate in academic inquiry. Each student will write a research paper that demonstrates the ability to incorporate resources and contribute to academic discourses and communities. An extended and intensive library research component is integrated into the course. Section offerings vary in approach. Pre-requisites: Interdisciplinary 150.

183. Freshman Honors Seminar (3) (Including First Week) cohorted with Interdisciplinary 150, Honors Critical Writing, Reading, and Research I. The topics of these paired courses will vary from year. The two courses will be linked by skills, assignments and/or content. The major focus of these first semester courses is the development of a student research interest. The courses will involve considerable writing of a variety of types. Students will begin to examine research from a variety of disciplines within the context of the seminar.

200, 201, 202, 203, 204, 205, 206 or 207. Honors Seminar (3) Taken simultaneously with Interdisciplinary 151, Honors Critical Writing, Reading, and Research II. Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207). Courses may not be repeated. There will be numerous opportunities for the students to share their research and critique the research of others.

230. Individualized Service Learning Practice (1-3)

Provides an opportunity to independently practice service learning in a supervised community setting either through direct service to a specific population in need, or through indirect service with the staff that serves that population. Students complete 40 hours of community service for every hour of credit, develop learning objectives, keep a record of service hours, and document their experience in a reflective journal and final paper. Additionally, students are required to meet with the Director of the Career and Experiential Education Center throughout the semester to monitor progress.

250. United States Cultural Studies (3) Sophomore year. United States Cultural Studies courses explore the diversity of cultures in the United States, including historical perspectives that inform contemporary understandings of diversity issues. “Culture” refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc). Pre-requisites: sophomore standing.

251. United States Structural Studies (3) Sophomore year. United States Structural Studies courses explore the diversity of groups and institutions in the United States, including historical perspectives that inform contemporary understandings of diversity issues. “Social structures” refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc). Pre-requisites: sophomore standing.

330. Service Learning Social Action (1-3)

Participation in and reflection upon independent projects addressing community issues or concerns. Service is often a combination of direct service on-site with community organization staff along with indirect service such as research and writing off-site. Students complete 40 hours of community service for every hour of credit, develop learning objectives, keep a record of service hours, and document their experience in a reflective journal and final paper. Projects may require the participation and approval of an additional faculty member in the relevant discipline. Additionally, students are required to meet with the Director of the Career and Experiential Education Center throughout the semester to monitor progress.

350. Global Issues (3) Junior year. Global Issues courses, taken during the junior year, explore a topic of global importance. Students will continue developing their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.). Prerequisites: junior standing.

410. International Studies (3) Senior capstone course required of all International and Global Studies majors. This final course provides an opportunity to reflect upon the skills and knowledge acquired in previous classes dealing with international issues. An international topic is analyzed from different academic perspectives.

430. Service Learning Collaborative Project (1-3) Collaborative interdisciplinary service learning project. In addition to integrating knowledge from at least two academic disciplines, students must collaborate with at least one other student and at least one community group in planning or implementing a project addressing a community need. Grant or proposal writing is sometimes part of this process. Students interested in initiating this option must seek a faculty supervisor with expertise in one of the disciplines.

470. Technical Tutoring Internship (1-2) This course is a technical writing and tutoring internship, in which advanced students provide ongoing tutoring to faculty and students at Millikin. Each student serves as a technical tutor at Millikin. May be repeated for a maximum of three credits.

478. Interdepartmental Internships (1-3) Opportunities for the student outside the classroom designed to help develop professional skills and experiences for the student specifically in the career interest of the student. Internships are established in cooperation with agencies, businesses and institutions in the local area. Maximum of 4 credits toward the major.

491. Honors Independent Project (6) This course is used by students completing an honors proposal and project with a faculty mentor on an individualized basis. A student works with an advisor on a one-to-one basis from proposal writing, to the final project, to the oral presentation of the results. The hours may be distributed according to a plan approved by the project advisor, the academic advisor and the Honors Director.

492. Honors Seminar (1) Seminars will allow students to meet and discuss progress on the honors project and to integrate materials from a variety of courses. This seminar is designed to help students work to develop projects, give them a forum for sharing research ideas/problems/questions, allow them to make connections among courses and keep ties with their honors peers.

495. Interdepartmental Capstone (3) Senior Interdepartmental majors complete this independent study course in their first semester of the senior year. The student will prepare a project/ thesis/study that provides opportunity to reflect upon and synthesize the intention of the major.

Pre-Professional Programs, Health Sciences

Cynthia Handler (Director)

Medicine, Dentistry and Veterinary Medicine. Optometry, Physician Assistant. Millikin University is dedicated to facilitating entry into and success in post-graduate programs in several areas of medical and health care. This includes such diverse occupations as veterinarian, medical doctor, dentist, and physician's assistant as well as other professional health care occupations. Students should consult with the Director of the Pre-Professional Program on the sequence of their Millikin course work, as well as their choices of professional schools to ensure that they will meet the specific entrance requirements of their chosen schools. This is especially important if the major is not in a scientific discipline.

The professional schools believe that the selection of an undergraduate major should be a careful and considered decision. A major in one of the science disciplines is not a pre-requisite for medical school although an adequate number of science courses are necessary to meet medical school requirements and to perform well on the Medical College Admission Test (MCAT) or other admission examinations. A broad cultural education in the arts, humanities and social sciences, as well as the biological and physical sciences, is desirable. The minimum requirements for entrance into most post-graduate professional schools include a year of biology with lab, two years of chemistry with lab, including organic chemistry, and a year of physics with lab. Additional courses in both biology and chemistry may be recommended. Specific sequences for the biology and chemistry major with emphasis in medicine are described in the Department of Biology and the Department of Chemistry sections of this bulletin.

While learning is emphasized and important, it is also crucial to set high achievement standards. We encourage students to develop excellent study habits and a disciplined approach to learning. At the same time, we provide a nurturing atmosphere and individualized attention for each student, allowing each person to develop at his or her own pace. Students are encouraged to do research in collaboration with members of the science faculty and are encouraged to apply for summer research programs at other universities, medical and research centers.

Medical school admission committees also look for evidence of other characteristics such as leadership, social maturity, purpose, motivation, initiative, curiosity, common sense, perseverance and breadth of interests that demonstrate a commitment to people.

The admission examination for professional school is usually taken in the spring semester of the junior year. Both commercial and in-house preparation courses are available. An interdisciplinary Pre-Professional Committee provides guidance to the pre-professional program and letters of evaluation to professional schools for students who request them as a part of the application process.

Allied Health. Millikin offers Pre-Professional Programs in several allied health fields, including medical technology, occupational therapy and physical therapy. These programs are described in the Biology Department section of the College of Arts and Sciences in this Bulletin.

Pharmacy. Millikin offers two different tracks of study for a degree in pharmacy. The first study track includes course work required by accredited pharmacy schools for admission to their professional programs. This curriculum is similar to the first two years of study for chemistry majors. In addition, Millikin has established dual degree program with Midwestern University, which allows students to earn the bachelor of science degree as well as a Doctor of Pharmacy in six years of study. Students must enroll in this program at the time of their admission. Each student must maintain a grade point average specified by both schools and meet all of the graduation requirements for both Millikin and Midwestern. For additional information on this joint program, consult Millikin's pre-professional advisor or the admission staff.

Engineering (dual-degree program). A dual-degree or 3-2 program has been established with Washington University in St. Louis that takes five years to complete and leads to a B.A. or B.S. degree from Millikin as well as a B.S. degree in Engineering from Washington University. The bachelor's degree at Millikin will typically be in physics, chemistry, or mathematics, although students majoring in such diverse areas as political science or philosophy have successfully completed engineering degrees at Washington University.

Students earn between 90 and 100 credits from Millikin in the first three years, and transfer sufficient credits back from Washington University at the end of the fourth year to complete their Millikin degree. Engineering areas available for study at Washington University are Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, Engineering Management, Mechanical, Systems Science and Engineering, and Computer Science. On completion of one of these programs, the student earns a second B.S. degree from Washington University in a particular engineering field. Further information on programs at Washington University can be found at <http://dualdegree.seas.wustl.edu/>.

Students benefit from the dual-degree program over traditional engineering curricula in many ways: a broader education, two degrees in two different areas, a sound technical education as well as a strong liberal arts background that is often needed in management

positions, and the personalized environments of two small universities. Consult Dr. Eric Martell, the director of pre-engineering programs, for further details.

Engineering (2-2 program). In the 2-2 transfer Engineering program, students complete their Millikin Program of Student Learning courses at Millikin University as well as a year each of chemistry and physics, and two years of mathematics. After completing two years of studies, students can apply to transfer to the engineering school of their choice for completion of their engineering degree. Students should maintain a high grade point average since admission to engineering programs is highly competitive. On completion of the program at the transfer institution, the student earns a baccalaureate degree from that institution. Consult Dr. Eric Martell, the director of pre-engineering programs, for further details.

Law. No specific undergraduate major is required for admission to law school. Millikin students interested in law school, however, are strongly encouraged to take courses that facilitate the development of excellent writing skills, analytical thinking skills, logical reasoning skills, critical reading skills, communication skills, and research skills. In addition, students with an interest in law school should take intellectually challenging courses.

The Pre-Law advisor works with students on LSAT preparation, law school applications, and personal statements. Consult the advisor for more information. The current advisor is Dr. Robert E. Money, Associate Professor of Philosophy.

Service Learning

Pam Folger (Coordinator)

The Career and Experiential Education Center helps students incorporate community service experiences into their education, assists Millikin faculty in developing experiential community-based teaching methods, facilitates the civic education portion of Millikin's mission, and strives to make a positive impact upon the Decatur community. The following courses fulfill the off-campus learning requirement of the Millikin Program of Student Learning:

Service Learning Course (IN) (Credits)

230. Individualized Service Learning Practice (1-3)

Provides an opportunity to independently practice service learning in a supervised community setting either through direct service to a specific population in need, or through indirect service with the staff that serves that population. Students complete 40 hours of community service for every hour of credit, develop learning objectives, keep a record of service hours, and document their experience in a reflective journal. Additionally, students are required to meet with the Director of the Career and Experiential Education Center throughout the semester to monitor progress.

330. Service Learning Social Action (1-3)

Participation in and reflection upon independent projects addressing community issues or concerns. Service is often a combination of direct service on-site with community organization staff along with indirect service such as research and writing off-site. Projects may require the participation and approval of an additional faculty member in the relevant discipline. Additionally, students are required to meet with the Director of the Career and Experiential Education Center throughout the semester to monitor progress.

430. Service Learning Collaborative Project (1-3)

Collaborative interdisciplinary service learning project. In addition to integrating knowledge from at least two academic disciplines, students must collaborate with at least one other student and at least one community group in planning or implementing a project addressing a community need. Grant or proposal writing is sometimes part of this process. Students interested in initiating this option must seek a faculty supervisor with expertise in one of the disciplines.

Chicago Center for Urban Life and Culture

Millikin University is affiliated with the Chicago Center for Urban Life and Culture. The Chicago Center "is a convergence of the university, city living and urban work experience. Students from all majors find a support system of mentors, college instructors and friends to guide them as they learn about the vibrancy and challenges of the city in our action-based seminars, and complete professional volunteer internships

"Offered year-round, all our programs combine experience-based classes with a volunteer internship in the student's field of interest. Students live cooperatively in Chicago Center for Urban Life and Culture furnished apartments in Hyde Park, an integrated, lakefront neighborhood on the South Side."

Millikin students have taken advantage of this program for over 16 years and have found the experience not only personally rewarding but professional rewarding as well. Students can choose from a full semester at Urban Life or choose to participate in the January term, May Post-Term or Summer Term. All work completed at the Chicago Center is transferred directly back to Millikin.

Required courses include SO 350, Chicago Communities and Culture – 3 credits and SO 355, Chicago Internship or Practicum for 6 credits. Students can also work out directed study with Millikin faculty that can be counted as a part of their major at Millikin.

Students from Universities or Colleges other than Millikin can take advantage of this experience and receive college credit. Millikin University sanctions the awarding of credit in cooperation with the Chicago Center. Students must be accepted by the Chicago Center and by Millikin University to obtain this credit. Students should contact the Registrar's Office at Millikin University for further information. Millikin University does not offer financial aid in the form of grants or scholarships or loans to 'visiting' students. Students should check with their home-university financial aid office to determine eligibility for financial aid resources.

Financial Policy

1. **Tuition (remitted by Millikin University to the Chicago Center).** Students attending the Chicago Center pay tuition to Millikin University, as listed below. 80% of the tuition is then remitted to the Chicago Center to cover tuition at the Center.

Audit Charge (paid directly by the student to the Chicago Center). Non-credit students pay an audit charge.

2. **Program Fee** (paid directly by the student to the Chicago Center). The Program Fee includes housing, food, class fees (including texts), public transportation, and all cultural events.

3. **City Activity Expense** (estimated out-of-pocket expense). The City Activity Fee is an estimate of direct out-of-pocket costs related to the Chicago Center program events, e.g. lunch on a tour. It does not include personal spending money.

Note: The student should consider this a part of the cost of the program in determining financial aid needs. This fee is not remitted to the Chicago Center for Urban Life and Culture, but is a required out-of-pocket cost to the student.

4. **Miscellaneous Fees:** *Application Fee:* \$30; *Refundable Cleaning Deposit.* The \$50.00 cleaning deposit is refunded to the student upon satisfactory inspection of the student's residence at the end of the program. *Laundry Fee:* If the student is assigned housing in an apartment with in-house laundry equipment, they will be charged a laundry fee: January Term and May Post Term: \$15; Summer Session \$40; Semester: \$75.

Millikin University Tuition/Chicago Center for Urban Life and Culture (as of Academic Year 2008-2009)

<u>Term</u>	<u>Tuition</u>	<u>Program Fee*</u>	<u>City Activity Expense*</u>
Semester	\$12,300	\$4,390	\$300
Post Term	\$ 1,361	\$1,085	\$75
Summer	\$ 2,765	\$2,094	\$175
J-Term	\$ 1,361	\$1085	\$75

*subject to change by the Chicago Center

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Archer Daniels Midland, Decatur, IL

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Apex Global Partners, Inc., Dallas, TX

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QUISENBERRY, Richard K., Ph.D. Executive Director
AMTEX Partnership, Wilmington, DE

SCHRODT, Joseph, M.D., Retired Orthopaedic Surgeon-
Consultant
Decatur, IL

SCHWALBE, Julie, Owner,
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STALEY, Mark, Partner
ES Golf, Springfield, IL

WILSON, Melvin, Ph.D., Professor Psychology
University of Virginia, Charlottesville, VA

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COULTER, Cathy, President
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Decatur, IL

MADDEN, Margaret G., Community Volunteer
Decatur, IL

MCINTYRE, Don, Urban Affairs Consultant
Pasadena, CA

ROE LACH, Julie, Director of Enforcement
NCAA, Indianapolis, IN

SHAFTER, Virginia, Community Volunteer
Decatur, IL

SHAW, Lauren, Retired Chairman & CEO
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THOMPSON, Trent, President
Decatur Industrial Electronic Incorporated, Decatur, IL

WALLER, Michael, Retired Publisher/CEO
The Baltimore Sun, Hilton Head, SC

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John A. Wagner, Jr.	Venice, FL

The Faculty

ZEMKE, Douglas E., (2003), B.S., Millikin University, President**ACHESON**, Edward, (1979), B.S., Carroll College; Ph.D., University of Arizona, Associate Professor of Chemistry**ALPI**, Sharon Taylor, (1990), B.A., Sangamon State University; M.B.A., University of Illinois at Springfield, Director of the Center for Entrepreneurship (rank equivalent to Assistant Professor of Management); Coleman Foundation Professor of Entrepreneurship

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- AMAYA**, Olivia, (2008), M.A., Indiana University, Instructor of Spanish
- ARAVENA**, Carmen (2005), M.A., University of Chile, Lecturer of Spanish
- AMBERS-HENDERSON**, Angela, (2007), B.A., University of Toledo; J.D., University of Akron; Director of PACE Program, Coordinator for Criminal Justice; Associate Professor
- BALES**, Lori, (2000), B.A., Miami University; M.F.A., Florida State University, Associate Professor of Theatre and Dance
- BANERJEE**, Purna (2005), B.A., Presidency College; M.A., University of Rochester; Ph.D., Texas Christian University, Assistant Professor of English
- BARNES**, Paris (2006), B.S., Morehead State University; Ph.D., Ohio State University, Assistant Professor of Chemistry
- BATES**, Trevor, B.S., Millikin University; M.S. University of Illinois-Urbana, Clinical Education Coordinator, Assistant Athletic Trainer, Assistant Professor
- BECK**, Randal, (1979), B.A., North Central College; M.A., Ph.D., Northwestern University, Associate Professor of Mathematical and Computer Sciences
- BENNETT**, George, (1997), B.A., Wittenberg University; Ph.D., The Ohio State University, Associate Professor of Chemistry
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- BIVENS**, Charlotte, (2005), B.S., Sangamon State University; M.S., University of Illinois-Chicago; Coordinator of Nursing and Simulation Laboratories/Instructor of Nursing
- BOEHMER**, Ray, (1998), A.B., North Central College; Ed.M., Ed.D., University of Illinois, Associate Professor of Education
- BOOKER**, Kathy, (1993), B.S.N., Illinois Wesleyan University; M.S.N., Southern Illinois University-Edwardsville; Ph.D. Loyola University, Chicago, Dean of the College of Professional Studies/ Professor of Nursing
- BRAND**, Jeffrey, (2001), B.A., St. Olaf's College; M.A., Miami University; Ph.D., Indiana University, Associate Professor of Communication
- BRANIGER**, Carmella, (2003), B.A., Muskingum College; M.A., Johns Hopkins University; Ph.D., Oklahoma State University, Assistant Professor of English
- BROOKS**, Randy, (1990), B.A., Ball State University; M.A., Ph.D., Purdue University, Dean of Teaching and Learning/ Professor of English
- BROWN**, Michael, (2002), B.S., Freed-Hardeman University; M.B.A., Pepperdine University; Ph.D., University of Mississippi, C.P.A.; Associate Professor of Accounting
- BRUNK**, Jeremy, (2004), B.M., Millikin University; M.M., University of Oklahoma; D.M.A. University of Illinois; Lecturer of Music
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- CHAMBLIN**, Cheryl, (1984), B.B.A., Marshall University; M.S., D.A., Illinois State University, Professor of Economics
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- COLLINSWORTH**, Linda, (2005), B.A., Eureka College, MA, National Lewis University, Ph.D., University of Illinois at Urbana-Champaign, Assistant Professor of Psychology
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- KRUMML**, Susan, (2008), B.S., M.B.A., University of South Dakota; Ph.D., Temple University; Associate Professor of Management
- LANDRO**, Vincent, (2007), B.S., Pennsylvania State University; M.F.A., University of Texas; M.A., Indiana University; Ph.D.; Ohio State University; Instructor of Theatre and Dance
- LEDFORD**, Laura, (1995), B.S., University of Wyoming; M.F.A., Indiana University, Associate Professor of Theatre and Dance
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- LUXNER**, Michael, (1996), B.M., M.A., Ph.D., Eastman School of Music of the University of Rochester, Professor of Music
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- MANGRUM**, Barbara, (1995), B.S.E, Arkansas State University; M.A., University of Arkansas; M.F.A., Southern Illinois University-Carbondale, Associate Professor of Theatre and Dance
- MARTELL**, Eric, (2004), B.S., North Central College; M.S., Ph.D., University of Illinois-Chicago, Assistant Professor of Physics
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- MCKENNA**, Sandra, (2000), B.A., M.A., University of Illinois-Springfield, Instructor of English
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- MILLER**, Alex, (2007), B.F.A., Webster University; M.A., George Washington University; Assistant Professor of Theatre and Dance
- MILLER**, Angela Fleddermann (2007), B.F.A. Dance, Webster University; M.F.A. Dance Performance and Choreography, University of Illinois at Urbana-Champaign; Instructor of Dance, Choreographer
- MILLER**, Daniel, (1997), B.S., M.A., Eastern Illinois University; Ph.D., Illinois State University, Associate Professor of Mathematical and Computer Sciences
- MONEY**, Robert, (1999), B.A., Furman University; J.D., Emory University School of Law; Ph.D., The University of Iowa, Associate Professor of Philosophy
- MONROE**, Dan, (2006), B.S., Bradley University; M.S., Illinois State University; Ph.D., University of Illinois-Urbana, Assistant Professor of History
- MORRISSEY**, Sean, (1999), B.F.A., Syracuse University, Artist in Residence
- MUNOZ**, J. Mark, (2001), B.S., West Visayas State University; M.B.A., Ph.D., University of San Jose-Recoletos, Associate Professor of International Management
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- PAGE**, Georgette, (2007), B.A., M.A., West Virginia University; Ph.D., University of Utah; Instructor of Education
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- PERALTA**, Luis, Universidad Autonoma De Santo Domingo, Lecturer of Spanish
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- PRASUN**, Marilyn, (2007), B.S.N., Sangamon State University; M.S., Southern Illinois University; Ph.D., University of Illinois/Chicago; Assistant Professor of Nursing
- RADNITZER**, Karl, (2006), B.A., North Park College; M.S., University of Illinois-Champaign; C.A.S., University of Chicago; Faculty Coordinator/Education Programs; Instructor of PACE
- RAMMELSBURG**, Anne, (1994), B.A., Simpson College; M.S., Ph.D., Cornell University, Associate Professor of Chemistry
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- REYMAN**, Randall, (1982), B.A., University of Northern Iowa; M.S., University of Illinois; M.M., Illinois State University, Associate Professor of Music
- ROARK**, Eric, (2008), B.A., M.S., Iowa State University; M.A., University of Missouri-Columbia
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- ROGERS**, Michael, (1998), B.S., University of Winnipeg; M.S., Illinois State University; M.S., Ph.D., Iowa State University, Associate Professor of Computer Science
- RUSSO**, Annette, (1995), B.F.A., Millikin University; M.A., George Washington University, Assistant Professor of Art
- ST. JAMES**, James, (1986), B.A., Stephen F. Austin State University; M.A., Texas Woman's University; Ph.D., University of Illinois, Professor of Psychology
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- SCHULTZ-NORTON**, Jennifer, (2008), B.S.; Eastern Illinois University; M.S., Ph.D., University of Illinois; Assistant Professor of Biology
- SHAW**, Gary, (1983), B.M., New England Conservatory; M.M., Boston University; D.M.A., University of Wisconsin-Madison, Professor of Music and Director of Bands
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- SMART**, Roger, (2007), B.Ed., University of Central England; M.F.A., University of California; Ph.D., University of London; Assistant Professor of Theatre and Dance
- SMITH**, Charles, (1992), B.B.A, M.Acc., University of Georgia; Ph.D., American University of London, England; C.P.A. (Georgia and Illinois), Associate Professor of Accounting
- SMITH**, Neal, (1999), B.M., DePauw University; M.M.E., Ph.D., The Hartt School, University of Hartford, Associate Professor of Music
- STAPLETON**, Larry, (2001), B.S., Miami University; M.B.A., Chapman University; Ph.D., St. Louis University, Associate Professor of Production/Operations Management
- STEMLER**, Luann, (2003), B.S., M.S., Ed.D., Illinois State University, Assistant Professor of Information Technology
- STICKLES**, Joe, (2006), B.S., Millikin University; Ph.D., The University of Iowa, Associate Professor of Mathematics
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- STIMELING**, Travis, (2007), B.A., M.M., West Virginia University; Ph.D., University of North Carolina; Assistant Professor of Music
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University Councils

Three councils comprise the University governing bodies: Council on Curriculum, Council on Faculty, and Council on Students and Academic Standards. Additional advisory councils and committees include: Academic Council, Enrollment Management Council, Committee on Scholarship and Faculty Development, Advisory Committee on Promotion and Tenure, Committee on Global Issues, Honors Council, Committee on Teacher Education Programs, Committee on Faculty Welfare, Information Technology Advisory Committee, and Student Activity Fee Committee.

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Dennis Crowley, M.A., Eastern Illinois University, Assistant Professor of Psychology

Frances Daniels, M.M., University of Iowa, Assistant Professor of Music

Dennis Downey, M.A., Eastern Illinois University, Instructor of Education

Richard Dunn, Ph.D., University of Illinois, Associate Professor of Political Science

Michael Englehardt, M.M., Southern Illinois University, Instructor of Music

John Evans, Instructor of Music

Pixie Fennessy, M.A., Eastern Illinois, Instructor of Psychology

Amy Flores, M.M., The University of Akron, Assistant Professor of Music

Bruce Gibbons, D.M.A., Louisiana State University, Professor of Music

William Grieve, Ph.D., University of Illinois, Instructor of History

Pat Higgins, B.S., University of Missouri - Rolla, Instructor of Chemistry

Sara Hoffee, M.A., University of North Carolina-Chapel Hill, Instructor of Music

Grace Huang, D.M.A., University of Minnesota, Associate Professor of Music

Sharon Huff, D.M.A., University of Illinois, Associate Professor of Music
Mary Jessup, D Min, Eden Theological Seminary, Assistant Professor of Religion
John Johns, M.E., University of Illinois, Assistant Professor of History
Julie Jones, M.A., Pittsburg State University, Instructor of History
Stephen Jones, J.D., Southern Illinois University School of Law, Assistant Professor of Business Law
Sonja Kassal, M.M., University of Illinois-Urbana, Assistant Professor of Music
William Keagle, Ph.D., University of Illinois, Assistant Professor and Visiting Lecturer of History
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Jody Kienzler, M.A., Eastern Illinois University, Instructor of Music
Pam Laskowski, M.S.N., Millikin University, Instructor of Nursing
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Amanda Peterson Wen, M.M., University of Illinois, Instructor of Music
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Thomas Wheeler, J.D., Chicago-Kent College of Law, Assistant Professor of Business Law
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Lois YaDeau, M.M., University of Illinois, Associate Professor of Music
SooHyun Yun, M.M., University of Illinois, Assistant Professor of Music

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Darlene Hoffman, Ph.D., South Illinois University
Tatiana Isakovski, Ph.D., Old Dominion University
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Julie Jones, M.A., Pittsburg State University
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Elizabeth Lahey, M.B.A., University of Illinois-Chicago
Margie Larson, M.A., Eastern New Mexico University
Charles Leisky, M.B.A., Ashland University
Karla Luxner, N.D., Rush University
Doug Marshall, M.B.A., Bradley University
Gloria Marshall, M.S., College of St. Francis
Rodney Marshall, Ph.D., University of Tennessee
David Matthews, Ph.D., Indiana University
Anne Matthews, Ph.D., Indiana University
Duane McCoskey, M.S., University of Illinois-Springfield
Sandra McKenna, M.A., University of Illinois-Springfield
Ronda Mitchell, M.Ed., University of Illinois
Malcolm Moore, M. Ed., University of Illinois
Terry Mullin, M.B.A., Illinois State University
Mark Munoz, Ph.D., University of San Jose-Recoletos
Eileen Nelson, M.S., Southern Illinois University
Rosalyn O'Conner, M.A., University of Missouri-Columbia
Ngozi Onuora, M.S., Eastern Illinois University
Isabel Ososki, M.S.N., St. Louis University; M.B.A., Millikin University
Judith Parrish, Ph.D., University of Illinois
Deon Perryman, M.A., University of Illinois-Springfield
Marilyn Prasun, Ph.D., University of Illinois-Chicago
Claudia Quigg, M.E., University of Illinois-Champaign
Karl Radnitzer, M.S., University of Illinois
Anne Rammelsburg, Ph.D., Cornell University
Mary Rivers, Ph.D., University of Illinois
Melinda Rueter, M.A., University of Illinois-Springfield
Annette Russo, M.A., George Washington University
Georganne Sadomytschanko, M.B.A., Eastern Illinois University
Lyle Salmi, M.F.A., Arizona State University
James Schietinger, M.F.A., University of South Florida
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Paula Stickles, Ph.D., Indiana University
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Matthew Tucker, M.S., Illinois State University
Sylvia Van Natta, M.A., University of Illinois-Springfield
David Vilman, M.S., Northern Illinois University
Andrew Wadsworth, Ph.D., University of Illinois-Urbana-Champaign
Felicity Williams, M.A., Illinois State University
Marilyn Yokel, M.A., Eastern Illinois University
Gigi Schroeder-Yu, M.A., University of Arizona

Preparatory Department, School of Music

Solomon Baer, M.M., Northwestern University
Christine Bock, M.M., Northwestern University
Ann Borders, M.M., University of Illinois
Andrew Burtschi, B.S., University of Evansville
Dan Carberg, Ph.D., Indiana University
Susan Cobb, D.M.A., University of Oklahoma
Sandra Coryell, M.F.A., University of Iowa
Frances Daniels, M.M., University of Iowa
Amy Flores, M.M., University of Akron
Bruce Gibbons, D.M.A., Louisiana State University
Hadi Gibbons, D.M.A., Louisiana State University
Laurie Glencross, D.M.A., Florida State University
Georgia Hornbacker, M.M., Indiana University

Grace Huang, D.M.A., University of Minnesota-Twin Cities
Brian Justison, M.M., University of Mississippi
Sonja Kassal, M.M., University of Illinois
Jodi Kienzler, M.A., Eastern Illinois University
Matt Leese, M.M., Indiana University
Amanda Legner, M.M., The Boston Conservatory
Thomas LeVeck, M.M., University of Michigan
Mary Little, B.S., University of Kentucky
Manley Mallard, M.M., Webster University; M.M., Kent State University
Judith Mancinelli, M.M., University of Tulsa
Tina Nicholson, M.M., University of Wisconsin-Madison
Cynthia Oeck-Solomon, M.M., University of Washington
Deonne Orvis, M.S., University of Illinois
Sherezade Panthaki, M.M., University of Illinois
Diana Rai, M.M., University of Illinois
Perry Rask, M.M., University of North Texas; D.A., University of North Colorado
Steve Schepper, M.S., University of Illinois
Tim Schmidt, M.M., University of Northern Colorado
Leann Schuering, M.M., University of Illinois
Gary Shaw, Ph.D., University of Wisconsin
Christine Smith, M.M.E., The Hartt School
Neal Smith, Ph.D., University of Hartford
John Stafford, M.M., Bowling Green University
Laura Starshak, B.A., Millikin University
Terry Stone, M.M., University of Illinois
Marion G. van der Loo, M.M., Temple University
Han-Yuan Wang, B.M., Millikin University
Lois YaDeau, M.M., University of Illinois
W. Ronald YaDeau, D.M.A., University of Illinois
Soo Hyun Yun, M.M., University of Illinois

Coaches

Pat Allgeier, Assistant Football Coach & Assistant Athletic Director for Academic Development
Marc Smith, Head Women's Tennis Coach
Rachel Smith, Assistant Volleyball Coach
Enzley Mitchell, Assistant Men's Basketball Coach
Ken Czajkowski, Assistant Football Coach
Marilyn Dechert, Head Women's Golf Coach
Patrick Etherton, Assistant Football Coach and Head Men's Golf Coach
Karen Gagnon, Head Cheerleading and Dance Team Coach
Dennis Gatchel, Assistant Football Coach
Steve Golas, Head Women's Soccer Coach
Charlie King, Head Men's & Women's Swimming Coach
Matthew Hayes, Head Men's & Women's Cross Country Coach & Assistant Track & Field Coach
Lori Kerans, Head Women's Basketball Coach
Debra Kiick, Head Volleyball & Softball Coach
Chris Krich, Assistant Football Coach
Josh Manning, Head Baseball Coach and Director of the Allan-McClure Fitness Center
Richard Marshall, Assistant Women's Basketball Coach
Peter McNaughton, Assistant Track & Field Coach
Doug Neibuhr, Head Football Coach
B.J. Noble, Head Men's Soccer Coach
Pete Seal, Head Men's & Women's Track & Field Coach
Richard Worsell, Assistant Football Coach

Adjunct Faculty, Medical Technology

Carol E. Becker B.S., M.S., M.T., (ASCP), C.L.S., (NCA), University of Illinois; Program Director, School of Clinical Laboratory Science, Saint Francis Medical Center, Peoria, IL
Michael Hayes, M.D., University of Illinois; Program Medical Director, Saint Francis Medical Center, Peoria, IL
Gilma Roncancio-Weemer, M.S., M.T. (ASCP), C.L.S. (NCA), College of Saint Francis, Program Director, School of Clinical Laboratory Science, St. John's Hospital, Springfield, IL

University Medical Staff

Robert Smith, MD - Medical Director
David Gregory, MD
David Jones, MD
Vince Wright, Physician's Assistant
Phyllis McPherron, Advanced Practice Nurse
Dawn Johnson, LPN - Office Manager
Rita Colee, RN - Coordinator Health Services

Emeriti

Emeritus status is conferred by the Board of Trustees. Listed are emeriti members of the faculty and their tenure at Millikin:

ADELL, Arvid W., (1970-2001), B.A., Augustana College (Illinois); B.D., North Park Seminary; Ph.D., Boston University, Professor Emeritus of Philosophy

ALLEN, Jack C., (1949-1951, 1953-1956, 1962-1987), B.S., Millikin University; M.A., Columbia University, Dean of Admissions and Records Emeritus

BAIRD, Neil, (1970-2005), B.A., Millikin University; Ph.D., University of Minnesota, Associate Professor Emeritus of Biology

BENNER, Denny, (1963-1991), B.S., M.S., University of Illinois, Associate Professor Emeritus of Industrial Engineering

BOAZ, Mildred M., (1981-1999), B.A., Northwestern University; M.A., University of Michigan; Ph.D., University of Illinois, Professor Emeritus of English

BODAMER, William G., (1965-1997), B.A., Wagner College; B.D., Ph.D., Princeton Theological Seminary, Professor Emeritus of Religion

BOREI, Karin (1999-2008) M.L.S., Emeritus Director, Staley Library and Director of International Studies

BOSTON, Bryce, (1966-1996), B.S., Millikin University, Associate Director Emeritus of Admission

BUTLER, Thomas, (1967-1989), B.S., M.S., Western Illinois University, Director Emeritus of Instructional Resources

CHAPMAN, Merle (1967-2002), B.S., Millikin University; Ed.M., University of Illinois, Associate Professor Emeritus of Exercise Science

CZERWINSKI, Ralph, (1979-2007), B.A., M.S., Southern Illinois University; M.S.C.E., University of Evansville; Ph.D., University of Iowa, Dean Emeritus of the College of Arts and Sciences

DECKER, C. Richard, (1974-1998), B.B.A., University of Mississippi; M.B.A., Ed.D., Indiana University, Professor Emeritus of Business Administration

DODGE, Stephen, (1968-2002), B.A., University of Dubuque; M.A., Ph.D., University of Minnesota, Professor Emeritus of History

FERRY, Richard E., (1961-2002), A.B., M.S. Ed., Millikin University; Ed.D., University of Illinois, Professor Emeritus of Education

FORBES, Gordon, (1967-2006), B.A., University of Iowa; M.A., Southern Illinois University; Ph.D., Walden University, Professor Emeritus of Psychology

GOLDEN, David, (1984-2006), B.A., M.A., State University of New York; Ph.D., Ohio University, Professor Emeritus of Theatre

HUNT, Jerald F., (1969-2001), B.S. Ed., Ohio University; M.A., Ohio State University; Ph.D., University of Michigan, Professor Emeritus of Education

JENSEN, Norman H., (1970-1999), B.S., Midland Lutheran College in Nebraska; M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska - Lincoln, Associate Professor Emeritus of Biology

KETTELKAMP, James F., (1964-1993), B.S., M.S., Millikin University, Dean Emeritus of Admission

KLAVEN, Marvin, (1961-1996), B.A., M.F.A., University of Iowa, Professor Emeritus of Art

LAROWE, KENNETH D., (1960-1983), B.M., M.M., Syracuse University, Professor Emeritus of Music

LEWIS, William, (1967-1991), B.A., M.Ed., University of Illinois; Ph.D., Northwestern University, Professor Emeritus of Education

MANNWEILER, Richard A., (1979-1999), B.S., M.S., Purdue University, Dean of Tabor School of Business Emeritus

MARSHALL, David H., (1967-1992), B.S., Miami (Ohio) University; M.B.A., Northwestern University; C.P.A. (Illinois); C.M.A., Professor Emeritus of Accounting

MCQUISITION, Virginia Frank, (1977-2001), B.A., Westmar College (Iowa); M.A., Specialist's Certificate in Library Science, University of Minnesota, Reference Librarian Emeritus

MIHM, Brian, (1972-2007), B.A., St. Olaf College, M.A., University of Chicago; Ph.D., University of Pennsylvania, Associate Professor Emeritus of English

MILLER, J. Roger, (1959-1991), B.M., M.M., Illinois Wesleyan University; Ph.D., University of Wisconsin; LL.D., Millikin University, President Emeritus

NORTHRUP, Jean, (1966-1986), B.M., M.M., New England Conservatory of Music, Associate Professor Emeritus of Music

OLSON, James R.G., (1965-1987), B.B.A., M.A., Ph.D., University of Minnesota, Professor Emeritus of Economics and Business Administration

PACHOLSKI, Richard A., (1970-1998), B.A., St. Francis Seminary; M.A., Marquette University; Ph.D., University of Wisconsin, Professor Emeritus of English

PAUL-MERRITT, Carol, (1970-2001), B.A., University of California; M.A., Indiana University; Ph.D., University of Southern California, Professor Emeritus of German

PHILLIPS, Douglas P., (1965-1997), B.M., M.M., Northwestern University, Professor Emeritus of Music

REDFORD, Gerald, (1961-1994), B.A., The Ohio State University; M.A., University of Illinois-Springfield; LL.H., Millikin University, Dean Emeritus of the College of Arts and Sciences

RIVERS, Mary, (1989-2007), B.A., Marquette University; M.A., Governors State University; Ph.D., University of Illinois, Associate Professor Emeritus of Communication

SCHINKE-LLANO, Linda, (1989-2003), B.A., Cornell University; M.A., Indiana University; Ph.D., Northwestern University, Professor Emeritus of Language and Literature and Distinguished University Professor

SMITH JR., Homer A., (1985-1997), B.A., Rice University; Ph.D., Oklahoma State University, Professor Emeritus of Chemistry

STEVENS, Linda, (1979-2001), B.S.N., Indiana University; M.N., University of Florida, Assistant Professor Emeritus of Nursing

TIEDE, Russell, (1968-1993), B.S., South Dakota State University; M.S., Ed.D., University of Illinois, Associate Professor Emeritus of Music

TOWER, A. Wesley, (1981-1995), B.M., M.M., DePauw University; Ph.D., George Peabody College, Vanderbilt University, Dean Emeritus of the College of Fine Arts

VICARS, Robert E., (1968-1997), B.A., Indiana University; M.A., D.M.L., Middlebury College, Professor Emeritus of French

WATSON, James, (1979-2007), B.A., University of Washington; M.S., Ph.D., Purdue University, Associate Professor Emeritus of Economics

WILKINSON, Harold, (1978-2007), B.S., Brigham Young University; M.S., Michigan Technological University; Ph.D., University of Illinois, Associate Professor Emeritus of Biology

YONAN, Edward A., (1980-2002), A.B., Knox College; B.D., M.A., Ph.D., University of Chicago, Professor Emeritus of Religion

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Dan Stuby, B.M., Associate Director of Young Alumni Relations

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Carol Harding, B.S., Academic Advisor

Kim Murphy, M.A., Recruiter

Isabel N. Ososki, B.S.N., M.S.N., M.B.A., Faculty Coordinator RN-BSN

Karl Radnitzer, M.S., Faculty Coordinator Education Programs

Charles Smith, Ph.D., Faculty Coordinator Accounting

Facilities and Parking

Millikin University is located in Decatur, Illinois, a city of about 85,000. The city is located in the heart of central Illinois, approximately 130 miles northeast of St. Louis, 180 miles southwest of Chicago and 150 miles west of Indianapolis. Interstate 72 and U.S. highways 51 and 36 connect the community.

The 70-acre campus includes Shilling Hall, Pilling Chapel, Gorin Hall, Leighty-Tabor Science Center, Staley Library, ADM-Scovill Hall, Richards Treat University Center, 10 residence halls, Perkinson Music Center, Kirkland Fine Arts Center, Frank M. Lindsay Field, the Decatur Indoor Sports Center at Millikin, including the Allan-McClure Wellness Center, and Griswold Physical Education Center. Construction was completed during the summer of 2003 on the 3D Theatre/Arts Building on the east side of campus. This building provides enhanced teaching facilities for woodworking, ceramics, and theatre scene construction. The former Scovill Science Center was renovated and opened in August 2005 as the ADM/Scovill Business & Technology Center. Six national men's and women's fraternities maintain their own houses adjacent to the campus.

Decatur Indoor Sports Center at Millikin - Completed in October 2000, this 87,000 square foot facility is a shared facility between the local Park District and the University. The Center contains a 4-lane, 200-meter competitive-grade track, indoor soccer, five basketball/volleyball courts, batting cages, golf practice area, a climbing wall, aerobic and dance areas. The Allen-McClure Wellness Center is in the Center and available to Millikin students, faculty, and staff.

Frank M. Lindsay Field - Adjacent to Griswold Center, Lindsay Field provides seating for 4,000 spectators at football games or track meets. An eight-lane, all-weather surfaced running track was completed in late 1997.

Gorin Hall - The building contains office space for Admission, Financial Aid and the Registrar. Gorin also houses Birks Museum, which features a major collection of porcelain and art glass.

Griswold Physical Education Center - Completed in 1970, Griswold Center houses a field house with seating capacity in excess of 3,000 spectators, McIntosh Swimming Pool, classrooms, faculty offices, and appropriate locker areas. The field house has a four-lane running track in addition to three regulation-sized basketball courts.

Kirkland Fine Arts Center - One of Decatur's best-known facilities, Kirkland Fine Arts Center features a 1,900-seat, air-conditioned auditorium with a three-manual organ, rehearsal areas for music groups, art galleries, art studios and classrooms, and faculty offices. It is an important aspect of the cultural life of the community.

Leighty-Tabor Science Center - Completed in December 2001, the 80,000 square foot building brings a state-of-the-art building to the teaching of the sciences at the University. The Center has an observatory, greenhouse, practice and research labs and technology-enabled classrooms to enhance science education on campus. The School of Nursing is also housed in this building.

Perkinson Music Center - Renovation and expansion of the original Conservatory, built in 1912, was completed in late 1999. In addition to soundproof practice rooms, classrooms, and studios, the Perkinson Music Center houses a 25-station computer lab and Millitrax, a state-of-the-art 24-track recording studio. Recitals take place in Kaeuper Hall, which seats approximately 170.

Pilling Chapel - Completed in late 1997, this 122-seat facility welcomes students of all denominations to a place of meditation, sanctuary and reflection.

Residence Halls - The residence hall system includes ten major residence halls: Aston, Blackburn, Walker, Hessler and Mills provide comfortable living conditions for more than 600 students, in addition to four smaller halls - Weck, and New Halls 2, 3 and 4 - housing approximately 50 students each. In fall 1996, Millikin added Dolson Hall (formerly Oakland Street Hall), a state-of-the-art residence hall, which also houses the University Bookstore and Common Grounds coffee house. This building maximized options for students to live in single, double and quad occupancy rooms. The hall offers suite-style rooms, private bathrooms and co-educational living/learning environments for 210 residents

Each residence is attractively furnished and all include carpeted lounges and corridors. Facilities are also provided for study, recreation, laundry, student group meetings, and activities. Blackburn, Oakland, Weck, Hessler and New Halls 2, 3 and 4 are air-conditioned. All residential hall beds are covered by fire detection and a suppression sprinkler system.

Richards Treat University Center (RTUC) - RTUC is the true living room of campus, the place where all members of the Millikin community meet, converse and grow together. It provides an attractive and functional facility for numerous student and University activities. Located near the center of campus, RTUC houses meeting rooms, a snack bar, dining rooms, and student lounges. The building is named as a tribute to alumna Nola Treat and her long-time business partner, Lenore Richards.

ADM-Scovill Hall - Constructed in 1955, this building was closed for full renovation during 2004-05. The building re-opened in August 2005 as the ADM-Scovill Business & Technology Center. It houses the Tabor School of Business, SCORE Entrepreneurship Center, and computer labs.

Shilling Hall - One of the original campus buildings, it houses faculty and administrative offices, Albert Taylor Theatre, and classrooms. The Student Service Center is located in the lower west end of this building. A full renovation of Albert Taylor Theatre was completed in the fall of 2006. In 1988, following a \$6 million renovation, the building was renamed Charles Franklin Shilling Hall in honor of a bequest from the trust estate of the late Franklin W. Shilling.

Staley Library - This five-story building houses the University library, audio-visual classrooms, study areas and lounges. The library collection numbers approximately 220,000 physical items (books, videos, recordings, microforms, and periodicals). An online catalog with records of more than 30 million books, periodicals, and other items in 65 academic libraries in Illinois, including Millikin's, provides immediate access and interlibrary loan capabilities to the entire Millikin academic community. The library also provides access from across campus and beyond to over 80 electronic databases, broad and subject-specific, many offering the full electronic text of articles. A staff of five librarians and seven support staff provides assistance and instruction in the finding and use of these intellectual riches. The Library is named as a tribute to the generous support of members of the Staley family and the company that bears their name.

The lower level of the library houses the office of Academic Development and Millikin's Honors Program.

The Woods at Millikin - Completed in the fall of 1997, this independently operated apartment complex allows students to experience "off-campus" living while they still enjoy the conveniences of living near campus. Each apartment has a full kitchen, two baths, a washer/dryer and family room area. The Woods complex also houses a fitness center, and Subway and Domino's Pizza.

Campus Parking: All vehicles that park on campus must be registered and display a permit. Permits are available through Security. The fee schedule for permits is: juniors and seniors \$50.00. Freshmen and sophomores are not allowed vehicles on campus except under extenuating circumstances. Freshmen and sophomores who seek a permit must petition to the Security for parking privileges. The fee for those approved is \$100. The fee for faculty and staff is based on pay. Parking permits are valid for one year.

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